

PHILIPPINE ISLANDS

BUREAU

OF

EDUCATION

ANNUAL REPORT

1926-27



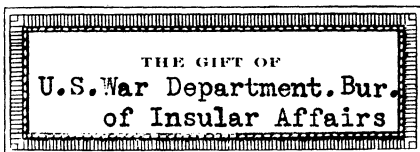
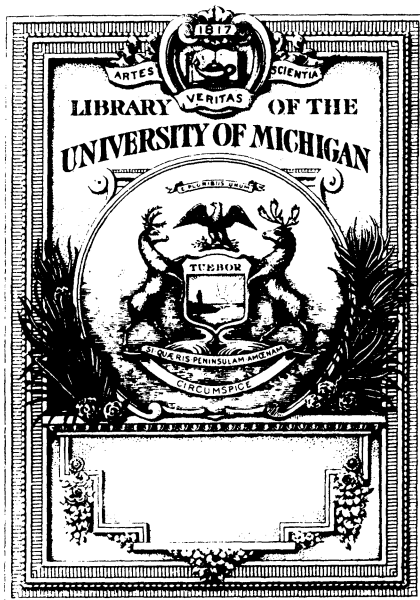
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THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

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TWENTY-SEVENTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION

FOR THE CALENDAR YEAR 1926



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LETTER OF TRANSMITTAL

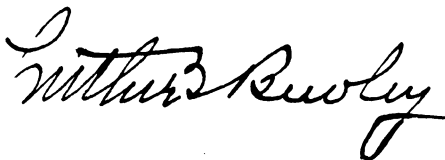
THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

MANILA, *April 1, 1927*

The Honorable
The SECRETARY OF PUBLIC INSTRUCTION
Manila, P. I.

SIR: In compliance with the requirements of law, I have the honor to submit herewith the Twenty-Seventh Annual Report of the Director of Education, which covers the calendar year 1926.

Very respectfully,



Director of Education

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I. SURVEY OF THE YEAR

A Year of Progress.

The calendar year 1926, which was one of continued progress for the public-school system of the Philippine Islands, saw the development of a professional spirit among the teachers given a marked impetus. Teachers and supervisors made an intensive study of the results of their methods, measured achievements and used objective tests for diagnostic purposes. Investigations were made of handwriting, written composition, spelling, and of methods in arithmetic and other subjects.

In the elementary schools steps were taken to improve instruction through classification of groups of pupils within classes, the enrichment of the curriculum for the faster-moving groups, acceleration and mid-year promotions, and giving preference in the enrolling of pupils to those of normal age. This increase in the efficiency of instruction was reflected by an increase both in the percentage and in the number of promotions, as may be seen in Figure I. The latter increase was all the more notable in view of a slight decrease in enrolment and in the number of schools and teachers.

The decrease in enrolment was partly a result of stricter regulations concerning the opening and maintenance of classes, which were adopted with a view to raising the standards of the schools. The steady decline in enrolment among pupils of non-Christian parentage, which continued this year, has been due in part to the discontinuance of compulsory education among them.

The holding power of the schools was strengthened, as evidenced by a larger percentage of enrolment in intermediate

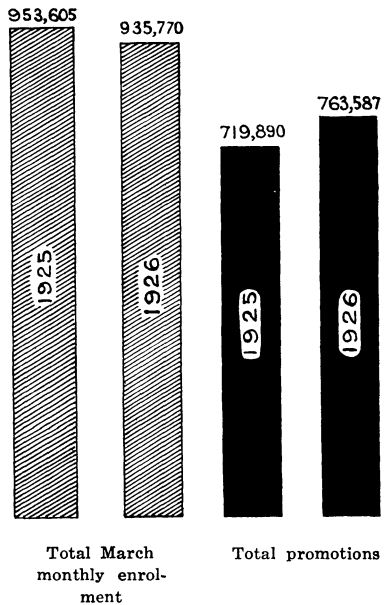


Fig. I.—Comparative March enrolment and promotions for all schools 1925 and 1926

grades and secondary classes. The greatest percentage of increase in secondary enrolment was, it may be noted, in two vocational courses, namely, the agricultural and the trade courses.

Notable work was done in the correlation of food selection with garden classes and in the work of the agricultural schools. The work of the teacher-training schools was strengthened, particularly by the addition of separate training departments in several of the provincial normal schools, and the enrolment in these schools was enlarged.

More than ever before, health agencies coöperated in giving school children instruction in health and in removing the causes of their ill-health. Investigations of living conditions, vision, and height-weight-age were made.

An unusually large number of new publications were prepared, including new courses of study in music for the primary grades and for the normal schools, which were issued to the field; courses in drawing for primary and intermediate grades, which are being printed; and the *Service Manual*, the revision of which has been completed and which is now in the printers' hands.

Some revisions were made in the secondary curriculum, including the incorporation of instruction in Oriental history in the third year. Progress was also made in the preparation of a new English course of study.

The appropriations by the Legislature for new school buildings were the largest in the history of the Bureau. There was also a slight increase in the total expenditure for school purposes, but this was less than the proportional amount for the previous year. The work of supervision, in particular, was seriously handicapped by the lack of travel funds. The year witnessed an increase in the average salaries of teachers, but these still remain inadequate to hold many of the best teachers in the service. Fewer teachers were employed, and the proportion of separations increased.

Plan of Report.

In the reports for previous years some space was devoted to a discussion of the workings of various phases of the public-school system in these Islands. It has, therefore, not been thought necessary to repeat the same in this report; effort has been concentrated, instead, on a discussion of the aims and achievements for the year and the needs for the future, with the intention of being at all times as definite and specific as possible.

II. SUPERVISION

The Supervisory Corps.

As in previous years, supervision has been stressed, since it is regarded by the directorate as one of the most effective means of improving and harmonizing instruction. The supervisory corps of the Bureau for the year is classified in Table 1. The table covers both the General Office and the field force. Table 2 shows the number of schools, teachers, and pupils which must be supervised by this corps.

TABLE 1.—*The Bureau of Education supervisory corps for 1926.*
(September data)

Designation	Number			
	In general supervision	In special academic supervision	In industrial supervision	Total
GENERAL OFFICE—				
General supervision:				
Director of Education.....	1			
Assistant Director.....	1			
Assistant to the Director.....	1			
Special academic supervision:				
Chief, Academic Division.....		1		
Division superintendents on special detail.....		3		
Teachers on special detail.....		5		
Special industrial supervision:				
Chief, Industrial Division.....			1	
Assistant Chief.....			1	
Teacher on special detail.....			1	
Traveling industrial teachers.....			9	
Total in General Office.....	3	9	12	24
THE FIELD—				
General supervision:				
Division superintendents.....	53			
District supervising teachers (elementary supervision).....	462			
Secondary vocational school principals.....	46			
Elementary school principals.....	1,121			
Special academic supervision:				
Academic high-school principals.....		57		
Academic supervisors.....		60		
Special industrial supervision:				
Industrial supervisors.....			69	
Total in the field.....	1,682	117	69	1,859
Grand total.....	1,685	126	81	1,883

TABLE 2.—*The supervisory load borne by the Bureau supervisory corps.*
(September data)

	Total number of schools	Total number of classroom teachers	Total annual enrolment, September, 1926
Elementary schools.....	7,171	22,209	1,002,187
Secondary schools.....	107	1,250	59,338
Grand total.....	7,278	23,459	1,061,525

A study of the data in the foregoing tables shows the following significant fact: the ratio of the total supervisory force in the field to the pupils for whose progress these officials are responsible is as 1 is 629.9.

In twenty modern school systems in the United States, namely, Los Angeles, San Francisco, Denver, Chicago, Indianapolis, New Orleans, Baltimore, Boston, Detroit, Minneapolis, Kansas City, St. Louis, Buffalo, New York City, Rochester, Cleveland, Columbus, Philadelphia, Pittsburgh, and Seattle, having a population of one hundred thousand or more, the ratio of the supervisors to the pupils for whose work they are responsible is 355.2. It will, therefore, be seen that the field supervisory corps in the Philippines carries a much heavier supervisory load than is carried by the supervisory corps of large school systems in the United States. Obviously, achievement in Philippine schools as compared with achievement in the cities of the United States must be greatly affected by the heavier supervisory load.

More Supervisors Needed.

Since it is realized that the success of our public schools depends so directly upon effective supervision, school authorities have been advocating an increase of funds for the employment of a larger personnel for both the General Office and the field.

One special need for the school year 1927-28 is a trained supervisor of drawing in the General Office to visit each division and give the teachers instruction in using the new elementary courses of study in drawing which were completed this year and will be put into effect next year. The work in drawing in the Bureau of Education has never been brought up to proper standards on account of a lack of trained supervisors for this work.

The General Office has issued instructions from time to time placing limitations upon the size of the supervising district and the number of teachers for each district. These instructions have never been carried out satisfactorily, however, due to the lack of funds for increasing the supervisory personnel and the travel allotment. In fact, the general trend is slightly in the opposite direction, as can be seen in Table 3.

TABLE 3.—*The number of teachers and the number of pupils per supervising teacher*

Year	September monthly ele- mentary en- rollment	Number of elementary teachers	Number of supervising teachers	Number per super- vising teacher	
				Pupils	Teachers
1922.....	1,008,042	23,355	495	2,036	47
1923.....	1,033,521	24,249	485	2,131	50
1924.....	1,023,550	24,745	501	2,042	49
1925.....	1,007,208	23,648	500	2,014	47
1926.....	970,179	23,320	462	2,100	50

Travel Funds Inadequate.

There are other handicaps to achievement both in the General Office and in the field. One of these is the great shortage of funds for the travel expenses of the supervisory staff. Complaints were received in 1926 from practically every division superintendent to the effect that the travel allotment for his division was far from sufficient. Table 4 shows that for the last three months of the year a total of 4,528 days of field super-

TABLE 4.—*Time needed for supervision of remote schools lost because of a lack of travel funds*

Number of divisions	Number of supervisors	Number of days in sta- tion October to December due to lack of travel funds
31	386	4,528

vision were lost by supervisors in thirty-one divisions because of the lack of travel allotment. Much of this time was, no doubt, spent in intensive supervision of the central school in the municipality where the supervisor's office was located, but this time was in addition to what the supervisor would ordinarily need to give to the central school. Naturally the other municipalities and the remote barrio schools, which need the supervisor's attention so badly, were neglected. No data are available as to the number of days that may have been lost previous to the months of October to December.

Need of Professionally-trained Teachers.

Another serious handicap to efficiency has been the great need of professionally-trained supervisors, principals, and elementary teachers. The shifting of a number of graduates of the Philippine Normal School from the secondary schools to supervisory and teacher positions in the elementary schools has done a great deal to relieve the problem. It has been difficult to transfer these teachers because the salary they are now receiving is larger than municipalities have been able to offer them. The large increase in insular aid appropriated by the Legislature for 1927 will make it possible to transfer a considerable number of these Philippine Normal School graduates now teaching in secondary schools to elementary-school work.

During the past two years increased facility for training supervisors and teachers in the service has been made possible through the inauguration of summer schools in Baguio, Manila, and Cebu. This special work in teacher training is discussed in full in another section of this report.

Academic-Division Supervisory Corps Strengthened.

In spite of handicaps, the year 1926 has been a year of progress from a supervisory standpoint. In the Academic Division, the supervisory corps has been larger than in previous years. This has made possible a specialization of the work in this Division which has been impossible or impracticable in previous years. While the Chief and the three division superintendents in the Academic Division have given general supervision to academic work and even to industrial work, one has given special attention to academic high schools, one to normal schools, one to elementary schools, and one has given practically all of his time to the Bureau of Education program in tests and measurements. Of the five teachers on special detail, two of whom were appointed late in the year, three have given all of their time to testing and measuring; one has given all of her time to the supervision of instruction in music in elementary and normal schools; and another, a specially-trained English teacher, has divided her time among editorial work, work on the secondary course of study in English, and supervision. In her work in supervision, she has given very special attention to determining what the weak points in English instruction in the field are. It is

hoped that the latter may be rapidly eliminated by supervision and by making the new English course of study now under construction more nearly meet the needs of our secondary students and give the teachers helpful suggestions as to methods and procedure.

Special Attention Given Academic Work in Vocational Schools.

Members of the academic staff have given considerable attention to academic work in agricultural and trade schools. In addition, academic work in these schools has been carefully supervised by the staff of the Industrial Division of the General Office.

A thorough academic testing program was carried out in five agricultural and farm schools. One of the farm schools excelled the norms for the Philippine Islands in achievement.

In a number of farm and agricultural schools a specially-trained teacher has been given the supervision of all phases of academic work. To more intensive supervision has been due much improvement in the quality of academic work in these vocational schools. It is the policy of this Office as rapidly as possible to put all the academic work under the supervision of specially-trained teachers. Improvement in the quality of academic work in vocational schools will do more than any other one thing to draw to these schools a desirable class of students.

Supervision by Principals Stressed.

A redefinition of secondary principals' duties was made this year. A list of general instructions, circulars, and academic and industrial bulletins for 1925 and the ten years previous was compiled to furnish secondary-school principals with a ready reference to the most important regulations concerning high-school matters. The supervisory duties of the principal were stressed and especially the so-called "key teacher" plan of supervision.

Objectives in Supervision of Academic Work.

In the summer classes in Baguio for supervising teachers and principals, in the conferences with academic supervisors and academic high-school principals, and in the normal-school conferences, a concerted effort was made to give the supervisory corps in the field higher ideals towards which to work. In-

struction in these classes and conferences had the following objectives:

- (1) Adapting of the curriculum to local conditions and efficient preparation of local materials;
- (2) Better knowledge and distribution of classroom aids;
- (3) The eliminating of incorrect usage and incorrect pronunciation; to this end impressing upon the supervisory corps that their own use of English should be a living example to their teachers, and through their teachers, to their pupils;
- (4) Increased achievement in the teaching of all subjects of the curriculum through increased efficiency in the teaching of reading and language;
- (5) Efficiency in arithmetic drill work through attacking specific difficulties;
- (6) Increased knowledge of common things through better teaching of natural-science subjects and through more efficient correlation of nature study with all subjects of the curriculum;
- (7) The employing of the proper technique in the construction of the informal and standard objective tests;
- (8) Employing the most usable terms and methods in the statistical treatment of test and other research data; and
- (9) Pedagogical application of the testing program and other research studies with special reference to classroom instruction and supervision.

These also became the objectives of the field for the school year 1926-27. Though we are far from the complete accomplishment of them, there is no question that academic work in the field has improved because the supervisory corps has been working towards these objectives.

Help Given in Supervision of Vocational and Prevocational Work.

This year the Chief of the Industrial Division of the General Office has supervised the work in the agricultural schools and courses; one supervisor has devoted practically all his time to the supervision of trade schools and municipal shops; and the work in home economics has been specially delegated to another supervisor. A teacher specially qualified to teach bamboo-rattan work was added this year to the corps of traveling teachers who give special aid in the technical phases of the work, and his services have been very highly appreciated.

The Industrial Division also rendered assistance to the field by providing industrial helps and working materials. Patterns, designs, and blueprints were prepared and distributed in considerable quantities. Industrial bulletins suggesting new methods, new lines of activity, and offering guidance in professional reading were issued. A beginning was also made this year in

the use of modern tests and measurements to secure a more accurate measure of the results of the instruction and supervision of industrial classes.

In addition to the division industrial supervisors—forty-seven in all—who are specially trained and who give all their time and attention to the improvement of the industrial work in the different divisions, there are assistant industrial supervisors, all of them women, now employed in twenty divisions. The assistant industrial supervisors look after the girls' work in sewing, embroidery, cooking and housekeeping, and other allied activities.

Objectives in Supervision of this Work.

In supervising industrial work in the elementary schools the following objectives have been kept in mind:

- (1) Adapting the work to the needs and conditions in the locality;
- (2) Adapting the work to the abilities and interests of the pupils;
- (3) Making the work as educational as possible;
- (4) Adapting the work so that it will show results in the improvement of the life in the community; and
- (5) Organizing the work so as to give it a prevocational character and thus help the thousands of pupils in the elementary schools in "finding" themselves.

III. TEACHER-TRAINING

Efforts to attain the desired efficiency in instruction necessitate that special stress be given to the professional training of the large body of teachers already in the service as well as to the development of teacher-training schools and the efficient preparation therein of an increasing proportion of young men and women for the teaching service. For convenience, these phases of the work of the public-school system for the year will be discussed separately under the two heads under which they naturally fall.

IN-SERVICE TRAINING OF TEACHERS

Intensive supervision of the work in the field and constructive criticism and guidance on the part of those in charge of supervision are unquestionably most potent factors for influencing professional growth in the teaching corps. Such phases of the in-service training of teachers are discussed in Section II. Aside from supervision proper, other agencies have been employed to give teachers in the field opportunities to keep up-to-date in modern and efficient methods in education, and to increase their academic attainments. These agencies are:

- (1) Division normal institutes;
- (2) District and sectional normal institutes; and
- (3) Summer normal schools.

Division Normal Institutes.

As a rule, the division normal institute is held during the last week of the long vacation and the first two weeks of the school year. Formerly, all elementary teachers of a division were required to attend the division normal institute. Within recent years in most of the divisions only new teachers and those who have not done satisfactory work have been required to attend. Usually the courses given in normal institutes are: phonics, types of industrial work, music, writing, drawing, practical English, and methods in the fundamental subjects. In connection with this work in methods, there are demonstration classes taught by the best teachers of the division and conferences conducted by the critic teachers in charge of observation in these demonstration classes. No credits towards graduation

from elementary or secondary courses are given for work done in division normal institutes.

District and Sectional Normal Institutes.

In recent years the district and sectional normal institutes have grown rapidly in popularity. Through these are achieved much of the work formerly done in division normal institutes. In some divisions there is a district institute some time during the year in each district, from three to six days long. In other divisions several districts unite to hold sectional institutes. All teachers of the district or section are required to attend these normal institutes. In organization and in the courses offered they are similar to the division normal institutes. As in the latter, there are demonstration classes and conferences with critic teachers. Often educational leaders of the Islands are invited to lecture. Since these institutes are held in the middle of the school year, it is possible to give remedial instruction to correct weaknesses noted by supervisors in the work of the first half year. Moreover, new teachers come to these institutes after their first half year's experience, ready for help and suggestions.

Summer Normal Schools.

Summer normal schools were held in Cebu, Baguio, and in the Philippine Normal School in Manila. There will also be summer normal schools in these same places in 1927. In the Cebu and Baguio summer normals the subjects of the four-year provincial normal course are offered; and in Manila, the subjects of the Philippine Normal School course. The work is divided into semestral normal courses, for the completion of which full credit towards graduation from the provincial or the Philippine Normal School course is given. The summer normal term this year was five weeks long, but in 1927 and thereafter, it will be six weeks long with six one-hundred-minute recitation periods weekly for each subject. The maximum amount of work any teacher is allowed to take is three hundred minutes daily.

The total enrolment this year in the summer normal schools was as follows:

Baguio	343
Manila	586
Cebu	1,010

Table 5 shows the extent to which these schools serve as a means of increasing the academic and professional qualifications of teachers in the service.

TABLE 5.—*Enrolment in summer normal classes for 1926, by courses*

Places	Total enrolment by courses	Courses completed during the term	Courses passed	Per cent passed based on number completing the term
Baguio.....	823	719	618	85.95
Manila.....	1,125	991	807	81.43
Cebu.....	1,970	1,826	1,453	79.58
Total.....	3,918	3,636	2,878	81.39

Professional Growth of Secondary Teachers.

The trend in the direction of professional growth among secondary principals and teachers is also commendable. Conferences are becoming more and more valuable in that they are used to discuss technical problems from an experimental point of view. In one school division a two-day secondary institute was held. Teachers have also been encouraged this year to use self-rating scales.

TEACHER-TRAINING SCHOOLS

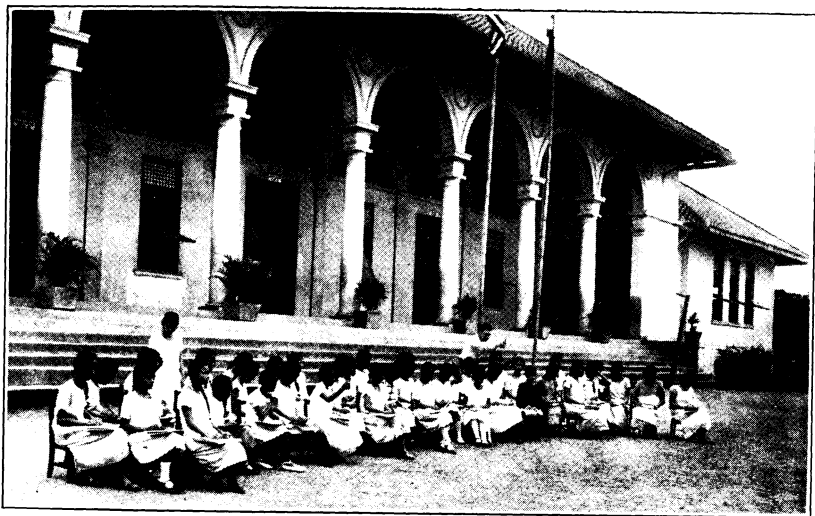
List of Teacher-Training Schools.

Teacher-training is given in schools especially organized for the purpose and in certain provincial high schools. A complete list of schools of the public-school system offering teacher training, classified as to the type of school and the amount and kind of normal training offered, follows:

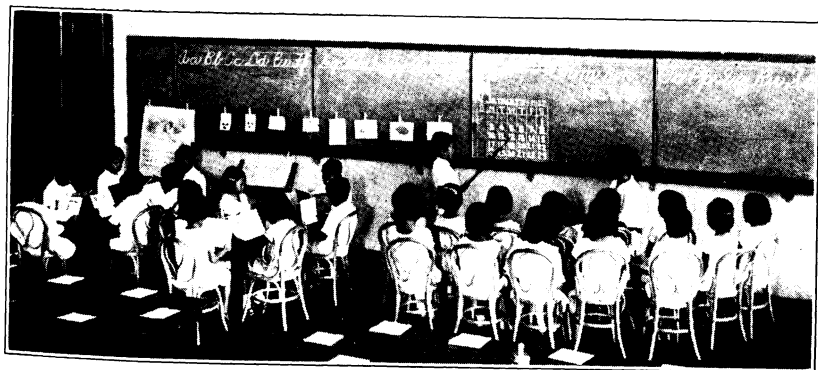
The Philippine Normal School offers two four-year normal courses—academic and domestic-science—of which the last two years' work is on the college level.

The following special schools offer a four-year normal course on the secondary level:

1. The Ilocos Norte Provincial Normal School, Laoag, Ilocos Norte;
2. The Ilocos Sur Provincial Normal School, Vigan, Ilocos Sur;
3. The Albay Provincial Normal School, Legaspi, Albay;
4. The Iloilo Provincial Normal School, Iloilo, Iloilo;
5. The Cebu Provincial Normal School, Cebu, Cebu;
6. The Camarines Sur Provincial Normal School, Naga, Camarines Sur;
7. The Bayambang Provincial Normal School, Bayambang, Pangasinan;
8. The Zamboanga Provincial Normal School, Zamboanga, Zamboanga; and
9. The Vocational High School, Lingayen, Pangasinan.



Outdoor sketching by Grade Five pupils, Training Department, Philippine Normal School



Application of the informal seating method, Grade One, Training Department
Iloilo Normal School

The first seven of these special schools offer the normal course exclusively. In the Zamboanga Normal School, general-course and trade-school classes are still necessarily accommodated, but this school is intended primarily for teacher training. The Vocational High School in Lingayen was organized this year to take care of the normal, trade, and domestic-science classes which in previous years were taught in the academic high school. The only other new teacher-training school organized in 1926 is the Camarines Sur Provincial Normal School, which accommodates the normal classes which in the previous years were taught in the Camarines Sur Provincial High School.

The following provincial high schools also offer, in addition to other courses, from two to four years of the same four-year normal course as is offered in the special schools named above:

1. The Capiz Provincial High School, Capiz, Capiz;
2. The Mountain Province High School, Baguio, Benguet;
3. The Nueva Vizcaya Provincial High School, Bayombong, Nueva Vizcaya;
4. The Tarlac Provincial High School, Tarlac, Tarlac;
5. The Cagayan Provincial High School, Tuguegarao, Cagayan;
6. The Samar Provincial High School, Catbalogan, Samar;
7. The Leyte Provincial High School, Tacloban, Leyte; and
8. The Bukidnon Provincial High School, Malaybalay, Bukidnon.

The first five provincial high schools named above offer a full four-year course. The Samar and the Leyte provincial high schools offered three years of the course in 1926 and will offer the full course in 1927. The Bukidnon Provincial High School, a two-year high school, has never offered more than two years of the normal course, but may offer the third year in 1927.

Special Classes in Normal Subjects.

Early in the school year 1926-27 this Office sent out, in accordance with the recommendation of the 1925 Convention of Division Superintendents in Baguio, General Instructions No. 12, s. 1926, which authorized provincial high schools where the normal course was not offered to organize classes in two elective normal subjects of the provincial normal course in both the third and the fourth years of the high school. Such students as planned on teaching after graduation and who were able to carry such electives in addition to the required work were made eligible. While this is not a very satisfactory way of training teachers, it is felt that the plan will at least put within reach

of the new teachers a number of fundamental principles in teaching, which may serve to obviate some of the grossest errors generally committed by teachers who enter the service without experience and with no professional training. In accordance with the authority that was granted, classes were organized in 1926 in the provincial high schools of Antique, Marinduque, Masbate, Romblon, Zambales, La Union, Misamis, Tayabas, Isabela, Bulacan, and Agusan. There are enrolled in these special classes one hundred and sixty-nine students in educational psychology, one hundred and ninety-four in observation of teaching, three hundred and fifty-seven in principles of teaching, twenty-four in normal reading, and thirty-two in normal physiology, hygiene, and sanitation.

Enrolment.

The table below shows the enrolment in normal schools and normal courses in September, 1926, and the increase in enrolment over the previous year.

TABLE 6.—*Enrolment in Normal Schools and Normal Courses*

School	Monthly enrolment, September, 1926				
	Academic course	Home economics course	Course for supervising teachers	Provincial and secondary normal course	Total enrolment
Philippine Normal School:					
1926.....	1,084	197	1		1,282
1925.....	1,181	196	41		1,418
Increase (+) decrease (—).....	— 97	+ 1	— 40		— 136
Percentage of increase (+) or decrease (—).....					— 9.59
Eight provincial normal schools:					
1926.....				3,634	3,634
1925.....				3,076	3,076
Increase (+) decrease (—).....				+ 558	+ 558
Percentage of increase (+) or decrease (—).....				+18.13	+18.13
Nine secondary normal courses:					
1926.....				2,126	2,126
1925.....				2,120	2,120
Increase (+) decrease (—).....				+ 6	+ 6
Percentage of increase (+) or decrease (—).....				+ .28	+ .28
Total:					
1926.....	1,084	197	1	5,760	7,042
1925.....	1,181	196	41	5,196	6,614
Increase (+) decrease (—).....					+ 428
Percentage of increase (+) or decrease (—).....					+ 6.46

The decrease in enrolment in the Philippine Normal School is probably due to the raising of the entrance requirements for the four revised courses offered the first-year students in June, 1925, and second-year students in June, 1926. Completion of

the second year of high-school work is now required for admission to the four-year course, whereas only one year was previously required. Only secondary-school graduates are admitted to the two-year courses.

It will be noted that there has been an increase in enrolment in special teacher-training schools of eighteen and thirteen hundredths per cent, though the increase in enrolment in normal courses in high schools is only twenty-eight one hundredths of one per cent.

Up to the present time most of the graduates of the provincial normal schools have been employed in the provinces in which the schools were located, although each year an increasing number of provincial normal graduates have been employed in provinces not having normal schools or normal courses. Eventually the Philippine Normal School, the eight provincial normal schools, and the Vocational High School at Lingayen should supply teachers to fill vacancies in elementary teaching positions throughout the Islands.

Efforts to Increase Efficiency of Teacher-Training Schools.

It has been the policy of the Bureau to build up teacher-training schools already in existence and to increase efficiency in teacher training in those schools before increasing the number of such schools. In 1926 a consistent campaign for increasing efficiency in teacher-training schools was made. This campaign on the part of both the field and the General Office has been directed toward the accomplishment of certain specific objectives, namely:

1. To make the training departments of normal schools function as real educational laboratories where the principles and methods taught in the secondary department may be consistently demonstrated, where new educational ideas may be thought out, and new materials prepared for the curriculum may be experimentally tried out with the teaching corps of both departments of the school observing the results;
2. To safeguard the pupils of the training departments of normal schools from poor instruction and yet at the same time insure student teachers sufficient good training through practice teaching;
3. To construct and revise the curriculum of the teacher-training schools;
4. To improve the student personnel in the teacher-training schools;
5. To demonstrate the value of an efficient testing program; and
6. To improve the teaching of reading and language.

Since improvement in instruction in the Philippine public schools depends so largely upon supplying the field with properly

trained teachers, a discussion of these objectives in relation to the year's accomplishments and the handicaps to achievement that have been met is given here.

Making the Training Departments of Normal Schools Function as Educational Laboratories.

Prerequisites for the accomplishment of the first of the objectives enumerated above were:

1. Extending the organizing of training classes to all of the normal schools;
2. The separating of training classes already in existence from the supervision of central-school officials, and the placing of these units under the direct supervision of the normal-school principal and his assistants;
3. Greatly increasing the number of critic teachers; and
4. Raising the standards of attainment and training for the selection of critic teachers.

Standards for the organization, supervision, and administration of training departments and for the selection of critic teachers were set in a letter sent to the field in December, 1925, with the request that they should be put into effect in full during the school year 1926-27. In spite of financial handicaps the field has coöperated splendidly in meeting these requirements. As a result every teacher-training school now a part of the public-school system, the Provincial High School of Bukidnon excepted, has the two units of work so essential to teacher training. The secondary and the training departments in every school are under the direct supervision of the normal-school principal and his assistants. For every training department there is a principal, trained either in a normal school or a teachers' college, to assist the principal of the normal school in carrying out the objectives of the school, and for every class in the training department there is a critic and demonstration teacher.

The following shows the qualifications of the critic-teacher personnel in our teacher-training schools:

1. Number who are college graduates with training in education or United States normal graduates or who have had teacher training equivalent to the latter.....	7
2. Number who are Philippine Normal School graduates or who have had training equivalent to such graduates.....	63
3. Number who are provincial normal graduates or who have had training equivalent to such graduates.....	19
4. Number who are secondary graduates of schools other than normal schools but have had successful teaching experience.....	26

5. Number who have completed from one to three years of secondary work and have had successful experience in teaching (most of these have had some of the work in the Philippine Normal School)	17
6. Number below secondary level in achievement.....	1
Total	173

In conducting the work of harmonizing theory and practice, the greatest handicap has been the inadequate number of critic teachers. While the improvement over the previous years is great and the achievement has been proportionally great, there is, as the table above clearly indicates, still much need of a higher qualified critic-teacher personnel. It is obvious that no critic teacher in our teacher-training schools should be of lower qualifications than those of classes 1 and 2 of the table.

There have been other handicaps to achieving harmony in theory and practice. Of these the following are the most important:

1. In some schools, classrooms for training departments are inadequate as to number, unsuitable for school rooms, and at too great a distance from the secondary unit of the teacher-training school.

2. Teacher-training schools are meagerly equipped. Secondary units have suffered from the lack of materials for extensive-reading courses and science-laboratory equipment. Training departments have been hampered by the lack of sufficient supplementary-reading and seatwork materials. Both units have felt the need of more library books, maps, visual aids, and standard test materials.

3. The work in both observation and practice teaching is usually carried by the principal of the training department. In large schools there are enough third-year classes in observation for a full or nearly a full-teacher assignment. Obviously the principal of the training department in such a school cannot give intensive supervision to practice teaching and at the same time carry from four to six periods of work in observation.

4. There are few critic teachers in training departments specially qualified to teach music and drawing. The training that student teachers have been receiving in the teaching of these two subjects has on the whole, therefore, not been of high quality.

The first handicap mentioned has hampered the work of teacher training in nearly all provincial high schools offering normal courses.

The lack of a building for the training department on the grounds of the Philippine Normal School has, more than any other one factor, hampered the work of that school for the past five years. The completion of the new Philippine Normal School

training department now under construction will remove this handicap.

The new permanent buildings now under construction for the Bayambang Normal School will be ready for occupancy before the beginning of the next school year. The providing of suitable separate buildings for the training-department units of all of the other special normal schools is vitally important if these schools, by natural growth, are to be made to meet the needs of the school system for trained teachers.

The second handicap, the one pertaining to equipment, was not so great this year as last year, and will to a considerable extent be removed next year. As a step in this direction, this Office, during the latter part of the year, purchased with insular funds available for normal schools (1) supplementary-reading materials for the course in normal reading, (2) music books for the course in normal music, (3) seat-work and drawing materials for the training department, and (4) standard tests and Ayres writing scales for use of both the secondary and training-class units.

In one large normal school the third handicap was removed in 1926. There the work of observation and participation in the third year was carried by teachers especially assigned to this work. This left the principal of the training department ample time to give to the supervision of practice teaching.

One provincial normal school this year has removed the fourth handicap by employing special critic teachers in drawing and music for the training department. The results have fully justified the additional expense.

Helpful and coöperative supervision as the primary means to secure harmony in the work of the two units of the normal school has been aided by (1) having teachers of each unit of the teacher-training school visit classes of the other unit; (2) conferences between teachers of the two units and special conferences with critic teachers and special-methods teachers, the conferences being conducted by the principal of the normal school or the high school and the principal of the training department; (3) the assignment of special-methods teachers to a limited amount of critic and demonstration work in the training department; and (4) the assignment of the principal of the school and the principal of the training department to teach subjects in educational theory.

Safeguarding the Children of Training Departments from Poor Instruction.

The giving of student teachers sufficient good training in practice teaching without hindering the progress of the children of the training departments has always been an important problem in our teacher-training schools. The results of tests given in training departments and in the field in 1925 and the statistics relative to promotion show that in some of our training departments children were not making as much progress as children in other elementary schools. This year the better organization of the training departments, the fact that there was a critic teacher for each grade, the increased efficiency in supervision, and the provision made by this Office that every critic teacher should teach her grade two-fifths of the time, have not only done much to safeguard the children of the training department from poor instruction but have made the work in practice teaching very much more efficient.

Construction and Revision of Normal-School Curricula.

This year the work which was in progress during the year 1925 on the revision of the provincial normal-school program was completed, and the new program was put into effect for first- and second-year classes. It will be put into effect for third- and fourth-year classes in the school year 1927-28. A study of this new program of studies as outlined in Appendix B and a comparison of it with the new programs of studies of the Philippine Normal School, also outlined in Appendix B, will show a very close correlation. It is also more consistent with modern ideas of the construction of normal-school curricula. General psychology, general methods, school management, and history of education have been replaced by courses in educational psychology, principles of teaching—an orientation course, and a course in language methods. The new course contains a year's work in general science, provided with a view to making our teachers more intelligent about common things and natural phenomena. The course in Philippine history and civics has been lengthened from a semester's course to a year's course. Work in observation of teaching is emphasized not only in the third year where a special course in observation of teaching is offered but also in connection with the study of each of the special-methods subjects—(1) language, (2)

reading, (3) arithmetic, (4) geography, (5) history and civics, (6) physiology, hygiene and sanitation, (7) music, (8) drawing, and (9) industrial work. With a view to giving the work in observation more specific objectives and making it a more efficient means of teacher training, a definite outline for this course, with helps and suggestions to teachers, was sent to the field early in the school year.

A new course in music has been completed and sent to the field. Early in the year all the first six special-methods courses named above were revised. The revised courses were put into effect at the beginning of the school year. New courses of study in drawing for elementary schools are now being printed and will be sent to the provincial normal schools to be tried out, studied, and criticized. These new courses of study were worked out in the Philippine Normal School.

A course in language methods is being prepared. The making of new courses of study in drawing and in industrial work are projects which it is hoped will be carried out in 1927.

Improvement in the Student Personnel.

As in 1925, enrolment in teacher-training schools has been limited to students who are superior in personality, scholarship, and character. Also as in the previous year the basis of selection of students has been intelligence scores, previous scholarship records, and the personal judgment of the principal and the division superintendent. Previous to the school year 1925-1926, students of low mental ability or inferior personality were not excluded from normal schools. The pernicious effect of this practice is still being felt. The percentage of promotion in the Philippine Normal School is fourteen and twenty-three hundredths per cent higher than in provincial teacher-training schools. It is believed that the higher percentage of promotion in the Philippine Normal School is to no small extent due to the great care that has been exercised during the past three years in selecting students for this school. With the care in the selection of students that has been exercised in provincial normal schools during the past two years, the percentage of failure should be greatly reduced the next two years. Moreover, measures are being taken in these provincial normal schools to eliminate the undesirable students still in school.

Demonstrating the Value of an Efficient Testing Program.

In all of the normal schools and high schools offering normal courses, students have been classified according to their ability. In the Philippine Normal School all applicants for admission for the school year 1926-27 were given the Illinois Examination II. This test gives four separate scores—general intelligence, arithmetic, reading rate, and reading comprehension. This has served as a very excellent basis for classification of students. It has also served to diagnose weaknesses and suggest remedial teaching.

Several normal schools have made notable achievement in helping weak students and pupils. Special classes for such students and pupils were held. In these classes students and pupils were taught how to study new lessons, and remedial instruction to overcome their individual difficulties was given.

Improvement in the Teaching of Reading and English.

The teaching of no fundamental subject in teacher-training schools has been so much improved as has the teaching of reading. This improvement was effected by assigning specially-trained American teachers to normal schools to teach the secondary classes in reading.

In most of the normal schools the Haggerty Reading Test, Series III, Sigma A, was given to second year normal students at the beginning of the school year, and the Haggerty Reading Test, Series III, Sigma B will be given before the close of the school year in order that improvement in reading may be measured.

An effort has been made in teacher-training schools to determine how much supplementary reading can be done in each grade. In all schools more than the minimum requirements in reading have been met. The following table shows the accomplishments in the training departments of provincial teacher-training schools ranking highest in the amount of supplementary reading actually done between June 7 and December 1, 1926. In the Philippine Normal School training department the number of readers read in the best section of each grade between June 7 and December 1, 1926, was $2\frac{1}{3}$ in Grade I; 5 in

TABLE 7.—Amount of reading done in the training departments of provincial teacher-training schools

Grade	Number of books read between June 7 and December 1—basic and supplementary	School
I.	6 4 3	Iloilo Normal. Albay Normal. Mountain Province High.
II.	9 7 7 6	Albay Normal. Bayambang Normal. Iloilo Normal. Vocational High.
III.	9 4 4 4	Iloilo Normal. Vocational High. Bayambang Normal. Cebu Normal.
IV.	9 7 5	Iloilo Normal. Cebu Normal. Vocational High.
V.	6 5 3 3	Iloilo Normal. Zamboanga Normal. Bayambang Normal. Cebu Normal.
VI.	7 4 3 3	Iloilo Normal. Cebu Normal. Zamboanga Normal. Camarines Sur Normal.
VII.	6 4	Iloilo Normal. Zamboanga Normal.

Grade II; 5 in Grade III; $5\frac{1}{2}$ in Grade IV; $6\frac{1}{2}$ in Grade V; $6\frac{1}{2}$ in Grade VI; 5 in Grade VII.

The results of the Cross English test given in Bayambang Normal School and Ilocos Norte Normal School point to certain weaknesses in the secondary work in English which called for certain new departures made in the English course now under construction. They also point out other weak points in the secondary course in English to which the committees at work on the English course of study are giving special attention.

There has been made in all normal schools a concerted effort to improve the use of English. While the achievement is encouraging, there is, of course, still abundant room for further improvement. However, if good usage can be fixed in our teacher-training schools, it will eventually be carried over to the field.

While special emphasis has been placed upon improving the work in language and reading, instruction in other fundamental subjects has not been neglected. Through helpful correlation, the use of the project and the problem method, and the so-

cialized recitation, every teacher-training school has aimed to develop language and reading ability in every recitation of the day. The great improvement in reading and language has made for improvement in every other subject.

Training in music and in musical appreciation have been emphasized throughout the year, not only for the sake of music itself, but for the language skill and freedom of expression developed in the music classes.

The Normal School Conference.

In May, 1926, there was held in Baguio the first normal-school conference. The members of this conference were principals of normal schools and principals of training departments. In selecting the objectives of the work for improvement in normal schools this year, this Office and the field were very largely guided by the needs of teacher-training schools as voiced by the members of the conference, and in executing the objectives, both this Office and the teacher-training supervisors and teaching corps have been very greatly aided by the discussion of the normal-school problems raised in this conference. There will be another and much larger normal-school conference in 1927.

IV. INSTRUCTION

ACADEMIC INSTRUCTION

ELEMENTARY SCHOOLS

Phases of Instruction Stressed.

In an attempt to improve the work in elementary grades, a number of phases of instruction were emphasized at conferences at Baguio, in institutes, and in supervisory visits made by members of this Office. These major points of special emphasis were: (1) preference given to enrolling pupils of normal age in Grade One, (2) entrance and classification tests, (3) classification of groups of pupils within grades and the enrichment of the curriculum for the faster-moving groups, (4) acceleration and mid-year promotions in the lower primary grades, (5) measures for the survey of health conditions and the improvement of health instruction, and (6) guiding the field personnel in activities involving thinking along lines of curriculum revision.

Schools, Teachers, and Enrolment.

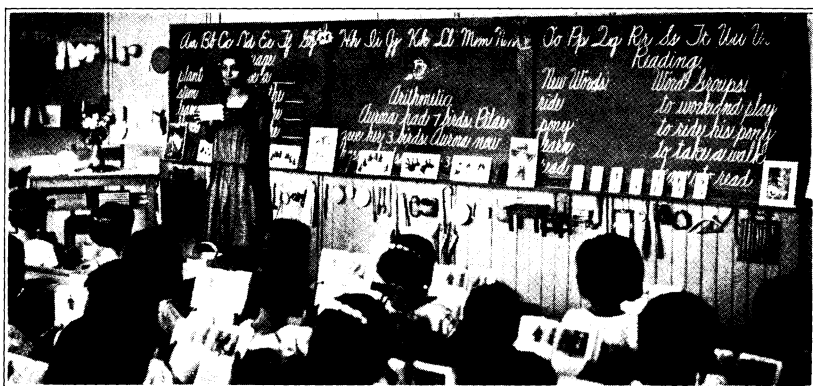
The effect of the over expansion of several years ago is still seen in the decrease in the number of schools and teachers as indicated in Table 8. This decrease was to be expected since one-teacher schools were opened in remote barrios where the enrolment after a number of years decreased to such an extent that the cost of maintaining such schools was prohibitive.

TABLE 8.—*Number of primary and intermediate schools and teachers in September, 1925 and 1926*

Schools and teachers	September, 1925	September, 1926	Increase (+) or decrease (—)	Percentage of increase (+) or de- crease (—)
Number of schools:				
Primary.....	6,190	5,991	—199	—3.21
Intermediate.....	1,146	1,180	+ 34	+2.97
Total.....	7,336	7,171	—165	—2.25
Number of teachers in these schools:				
Primary.....	18,035	17,277	—759	—4.21
Intermediate.....	5,772	6,043	+271	+4.70
Total.....	23,807	23,320	—487	—2.05



A project in banking, Grade Seven, Training Department, Philippine Normal School



A Grade One classroom in Isabela showing illustrative objects employed to teach pupils the names of common objects

More centralized schools will decrease the cost of education and at the same time will allow pupils to remain in school through the primary grades at least.

The total attendance in 1926 was less than for 1925, as may be seen in Table 9. In the report of this Bureau for 1925 it was predicted that a decrease for 1926 could be anticipated because of the closing of schools in which the attendance did not justify maintenance.

TABLE 9.—*Primary and intermediate enrolment and attendance in September, 1925 and 1926*

Enrolment and attendance	September, 1925	September, 1926	Increase (+) or decrease (—)	Percentage of increase (+) or de- crease (—)
Annual enrolment:				
Primary.....	861,535	819,962	—41,573	—4.483
Intermediate.....	179,860	182,225	+ 2,365	+1.31
Total.....	1,041,395	1,002,187	—39,208	—3.76
Monthly enrolment:				
Primary.....	834,497	793,627	—40,870	—4.90
Intermediate.....	172,711	176,552	+ 3,841	+2.22
Total.....	1,007,208	970,179	—37,029	—3.68
Average daily attendance:				
Primary.....	780,505	744,599	—35,906	—4.60
Intermediate.....	163,506	167,878	+ 4,372	+2.67
Total.....	944,011	912,477	—31,534	—3.4

Another factor which caused a decrease in schools, teachers, and enrolment was the fact that this Bureau put into effect a regulation that no new classes were to be opened and maintained by voluntary contributions. Other classes which had previously been so maintained were not permitted to open unless the amount necessary for maintenance for the entire school year was first deposited with the municipal treasurer. This prevented a number of classes from being opened. Elsewhere in this report are discussed the undesirable effects of the collection of voluntary contributions and the beneficent effects to be anticipated from the increase in the 1927 allotment of insular aid for elementary instruction.

Furthermore, compared with the primary grades, intermediate classes as a rule involve a greater expenditure for salaries, a greater number of teachers, and a greater outlay for equipment. Table 11 indicates the slow but persistent increase in the number of pupils entering the intermediate grades.

Increase in Promotions.

A number of divisions made a special effort to organize schools in such a manner that instruction would secure more efficient results. The percentage of pupils promoted as shown by Table 10 is indicative of the concerted effort on the part of everyone to improve instruction to the extent that a greater

TABLE 10.—*Comparative elementary enrolment, promotions, and percentage of promotions for four years*

School year	Number of pupils promoted	March monthly enrolment	Percentage of pupils promoted
1922-23.....	634,325	906,734	70
1923-24.....	663,849	914,967	73
1924-25.....	686,400	908,579	76
1925-26.....	723,932	887,637	82

number of pupils could meet the minimum requirements for promotion. Although the annual enrolment for the school year 1925-1926 was two and five-tenths per cent less than for the previous year, the number of pupils promoted increased by five and five-tenths per cent, a most desirable increase showing an effort for intensive instruction of a high quality. This more rapid progress of pupils through the grades decreases the cost of education as well as over-ageness, and will ultimately permit a greater number of pupils to be enrolled in school. The higher standard of qualifications for new teachers appointed results in better instruction, which will, it is predicted, increase promotions in the future.

Entrance Test.

The entrance test of the oral type for new first-grade pupils is slowly making headway. In the absence of an intelligence test which can be satisfactorily administered, this test is an attempt to classify as nearly as possible the pupils entering school for the first time.

Acceleration and Enrichment of Curriculum.

More and more attention is being given to the acceleration of the pupils in the lower elementary grades and to the enrichment of the curriculum for more advanced classes in the upper elementary grades. A higher-trained teaching personnel will permit of more initiative in this respect. At present even

in large schools with many sections of a grade, it is too often true that teachers fail to expect and demand more of the brighter groups than just the minimum requirements. Much more serious study of acceleration and enrichment is necessary.

The effect upon pupils of skipping a semester's work is a question which has not been definitely decided. On the other hand, skipping of subject matter is not always necessary for, if the accelerated pupils are sufficient in number to form a group, they can be allowed to move along at a greater speed, thus really covering not only the minimum requirements for the year in one semester but even exceeding the minimum requirements. The per cent of acceleration during the school year 1925-26 varied from no acceleration to nearly nineteen per cent of the March monthly enrolment with a total of two and one-tenth per cent for the Islands. This would indicate a lack of attention in some divisions to the proper acceleration of brighter pupils. It is also true, however, in the three divisions reporting no mid-year promotions that the percentage of teachers with professional training was decidedly below the median for the Islands. So the failure to give proper attention to the acceleration is also accompanied by a lower quality of instruction. Granted that the 17,830 pupils who were promoted during the school year 1925-26 will each save a half year of school time, then the total number of years saved will reach 8,915 years. Although complete data have not been received, indications are that the mid-year promotions this year exceeded those of the previous year.

Retardation and Overageness.

No doubt problems of retardation will always necessitate the constant attention of supervisors and administrators. A predominating factor of retardation and overageness is the late entrance of pupils in school. Children who enter the first grade several years above the normal grade-age often drop out before they complete the primary grades. Often they are compelled to repeat a grade and thus become more retarded and overage. Then, too, it has been found from many studies that children who are above the normal grade-age progress much more slowly. A major remedy for retardation would be to admit in Grade One only children of normal age. Some divisions established such a policy in June, 1926. A more general policy of this sort should in a few years decrease the amount of overageness in all grades. This policy is somewhat difficult to es-

tablish in new school communities because of the eagerness of parents to send their older children to school first.

Holding Power.

Table 11 indicates to what extent the schools are holding the pupils enrolled. That the holding power of the schools is,

TABLE 11.—*Percentage of enrolment in primary and intermediate grades and secondary classes for seven years*

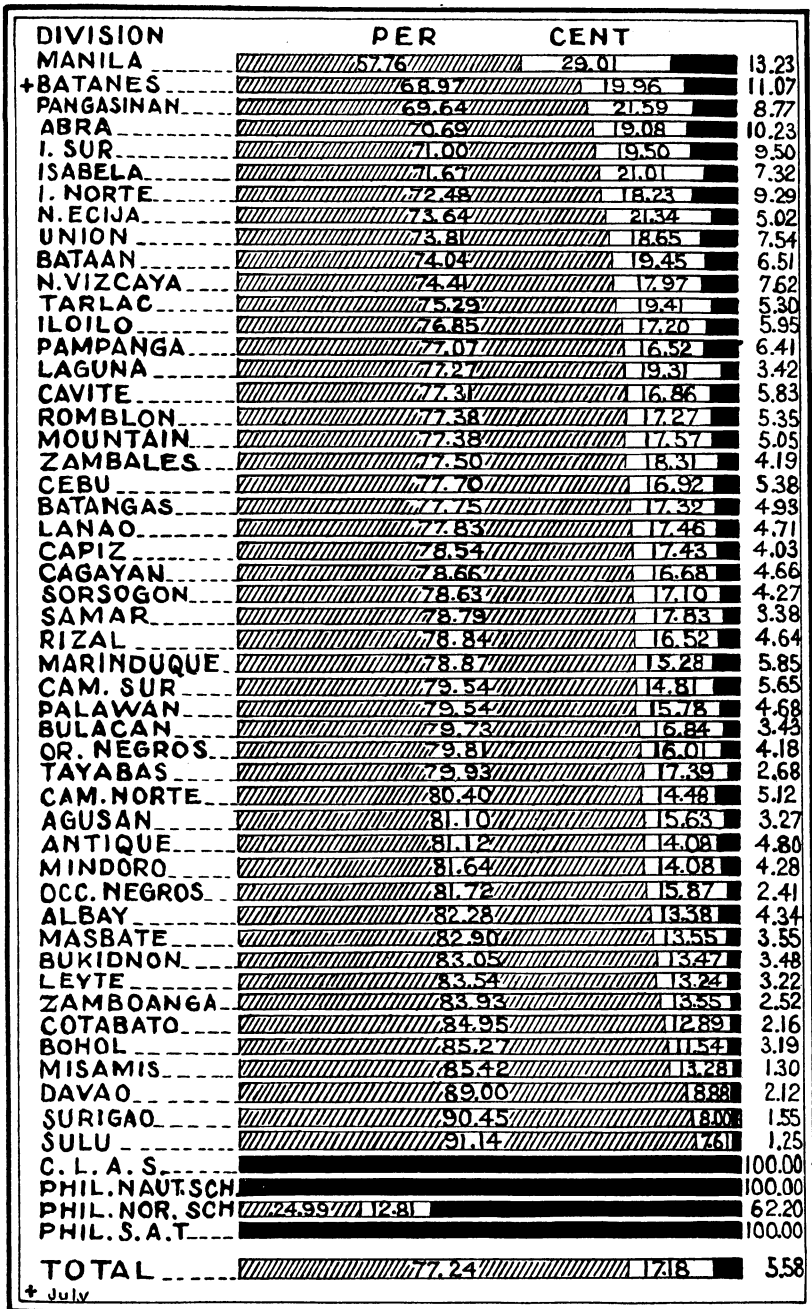
Year	Percentage of monthly enrolment for September in—		
	Primary grades	Intermediate grades	Secondary classes
1922.....	83.31	13.66	3.03
1923.....	81.93	14.43	3.64
1924.....	80.03	15.54	4.43
1925.....	78.70	16.29	5.01
1926.....	77.24	17.18	5.58

however, increasing is indicated by the above table, which shows a gradual but appreciable growth in the percentage of school population in the intermediate grades and secondary years. As intermediate education is more costly than primary education, the slow increase is only that which might be expected with the funds available.

Figure II indicates by divisions the per cent of pupils enrolled in primary, intermediate, and secondary classes. Ordinarily it would be expected that a more equitable percentage of enrolment in primary and intermediate grades would also be accompanied by a low percentage of pupils dropping out of school. This has been found to be the case. Manila, with the smallest percentage of its enrolment in primary grades, also had the least number withdrawing from school (excluding the Central Luzon Agricultural School). Pangasinan, which ranks next to Manila in holding the children in school, also ranks second in having a more equitable distribution of pupils in primary and intermediate grades. This would seem to prove that where children can be kept in school throughout the entire year their progress through the grades is faster; hence they are encouraged to remain in school longer in order to complete a greater number of grades.

Withdrawals.

The failure of parents to keep their children in school for the entire year is a major problem in reducing retardation.



▨ Primary □ Intermediate ■ Secondary

Fig. II.—Percentage of total school enrolment in primary, intermediate, and secondary grades based upon the monthly enrolment for September, 1926.

Table 12 shows no improvement for three years in this direction. This dropping out of school is remarkably high even in the upper elementary grades, as may be seen in Table 13. The

TABLE 12.—*Number and percentage of pupils withdrawing from elementary grades during four school years*

School year	March annual enrolment	March monthly enrolment	Loss	Per cent of loss
1922-23.....	1,069,148	906,734	162,414	15
1923-24.....	1,091,421	914,967	176,454	16
1924-25.....	1,080,619	908,579	172,040	16
1925-26.....	1,053,799	887,637	166,162	16

TABLE 13.—*Percentage of pupils who dropped out of school in each of the elementary grades for the school year 1925-26*

Grade	Per cent of pupils dropped	Grade	Per cent of pupils dropped
I.....	16.29	V.....	18.59
II.....	14.10	VI.....	14.55
III.....	15.81	VII.....	13.39
IV.....	16.67	All grades.....	16.00

factors causing such a large percentage of withdrawals are, perhaps, first of all economic, and second, the failure of parents to realize the harm being done to their children in the disrupting of the continuity of their school careers.

The division with the lowest per cent of withdrawals, excluding Central Luzon Agricultural School, was Manila with but five per cent. The next lowest was Pangasinan with eight per cent. The two divisions with the greatest percentage of withdrawals were Lanao and Palawan with thirty-eight per cent and thirty-two per cent respectively. The median percentage of withdrawals by divisions was sixteen and thirty-three hundredths per cent. One division which has a relatively small number of pupils dropping out of school enters into a contract with the parents at the beginning of the school year that the school child will be regular in attendance throughout the year. Irregular attendance was considered justification enough to refuse admittance the following year.

Curriculum Revision and Adaptation.

Together with the many problems of getting and keeping children in school the field personnel has become much interested in curriculum revision, which is meeting with such widespread attention in all parts of the United States. With such guidance as could be given at Baguio conferences, through bul-

letins, circulars, and correspondence, and in small group conferences during supervisory trips, the field has been encouraged to think seriously along the lines of curriculum revision and adaptation essential in curriculum building. Permanent committees were appointed at the 1926 conferences at Baguio to make reports upon character training, health training, and safety training in the schools. All supervisors and teachers have been asked to coöperate in an extensive study of the requirements of the various subjects to determine their practicability and to suggest modifications. The research section of the General Office has instigated a number of studies, discussed elsewhere in this report, regarding the present practices, standards, and difficulties in arithmetic, spelling, writing, and composition. An attempt has been made to discover how well intermediate children write, with the purpose of determining if it is necessary to continue writing in Grade Six for all pupils. In nearly every division certain research problems were undertaken, more or less guided or encouraged by the General Office.

Practically no changes were made in the elementary curriculum except that the time formerly devoted to drawing in primary grades was temporarily added to other subjects, mainly reading. Drawing will be replaced in the curriculum in 1927 since new outlines for the teaching of this subject have been prepared. It is expected that these outlines will be given special attention in the 1927 institutes.

Comparative Time Allotment.

A comparison has been made in Table 14 of the time allotments in per cent of time each week devoted to the various school subjects in forty-nine representative cities in the United States and the time given to them in the Philippine Islands. For this comparison drawing has been considered as a subject in the primary grades for our schools although the subject has been temporarily excluded for two years. It will be noted that the time allotment in Philippine schools does not differ materially from that in the forty-nine cities, all of which have a population of over one-hundred thousand. Our allotment for history, civics, and geography would be increased were it possible to deduct from the reading allotment the time devoted to three supplementary readers of local history and biography, and the one geographical supplementary reader prescribed for Grade Four, and the three history and civics readers prescribed for intermediate grades. The amount of time devoted here to

TABLE 14.—*Per cent of the total school time devoted to the various subjects in 49 representative cities in the United States and in the Philippines Islands.*

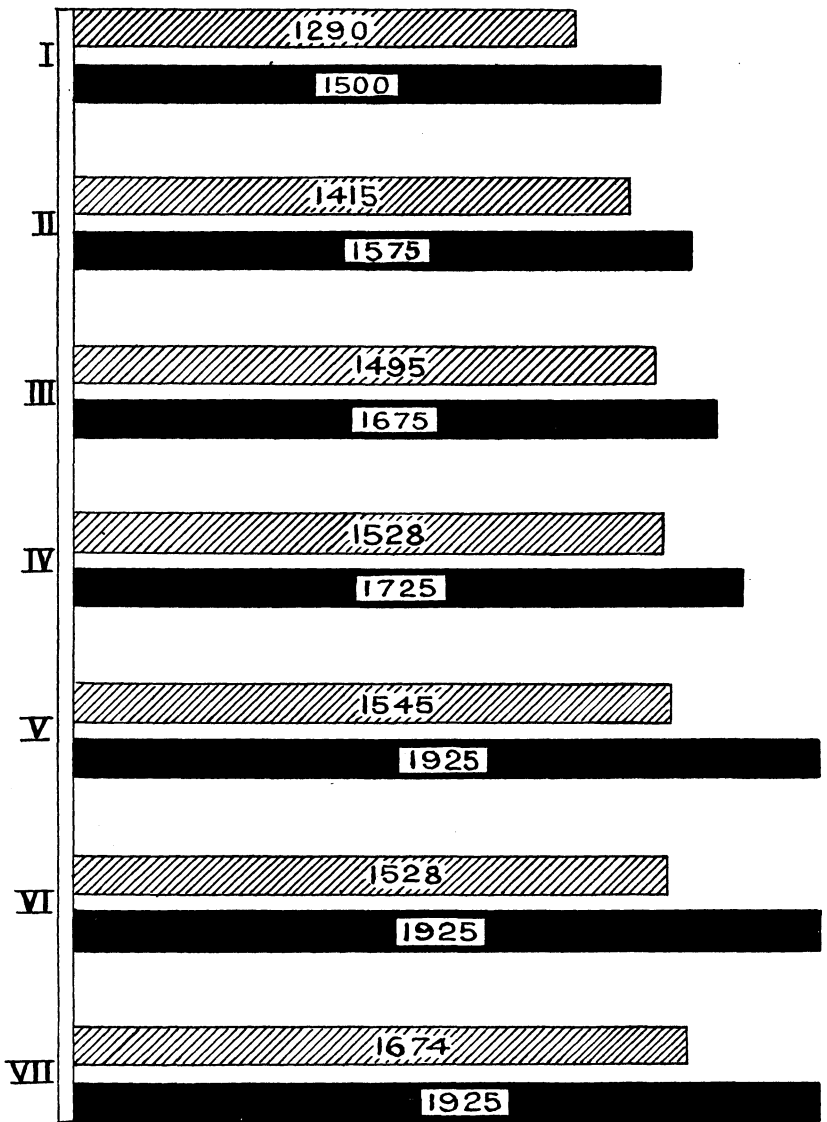
Subjects	Per cent of total school time devoted to—			
	Philippine Islands		United States, 49 cities	
	Grade I-VII		Grades I-VII	Grades I-VIII
	Girls	Boys		
Language, reading, and spelling.....	35.84	35.84	34.65	33.66
Penmanship and drawing.....	8.05	9.35	10.52	10.29
Arithmetic.....	10.61	10.61	11.95	12.16
History, civics, and geography.....	7.80	7.80	12.08	12.56
Science and hygiene.....	5.79	1.88	2.95	2.97
Physical training, supervised play, and recess.....	14.29	14.29	13.80	13.62
Industrial arts.....	9.06	11.67	2.93	3.44
Music.....	5.92	5.92	4.97	4.96
Miscellaneous.....	3.47	3.47	6.47	6.35

¹ Data for the United States were taken from Research Bulletin of the N. E. A., Vol. I, No. 5, page 326.


science and hygiene appears to be small in comparison with the forty-nine cities. However, civics, hygiene, and sanitation are taught in the first six grades in opening exercises, in language lessons, and incidentally through the use of a manual especially prepared; and three science readers are prescribed for classes in intermediate reading. Thus the time allotment for the social sciences and for science and hygiene would be increased if the time allotment could be accurately separated from the other subjects. Then, too, the amount of science training which boys secure from their gardening classes should materially increase the one and eighty-eight hundredths per cent of time allotment for science and hygiene if this could be accurately separated from the allotment for industrial arts. In the data for the forty-nine cities gardening is included with science.

Figure III indicates the amount of time spent in each grade each week in the Philippines as compared with 49 cities in the United States. The difference in the time allotment is caused mainly by the increase in Philippine schools in the time spent in language, industrial arts, and physical training. The need of an increase in the language time is obvious. The time spent in teaching boys and girls unspecialized home skills, in developing aptitudes, and in furnishing exploratory fields is time well spent. The improved physical welfare of school children justifies the extra time given to this training. It is also essential that a greater amount of time be spent in school in these Islands because of the meager facilities outside of school to provide for the educational and physical advancement of children.

Time Allotment Per Week in Hundred Minutes



Total time allotment per week, grades one to seven, for 49 cities in the United States and for the Philippine Islands.

 49 cities

 Philippine Islands

Fig. III

Reading Requirements Met.

The reading program which received such an impetus in the two years previous has caused teachers and supervisors to give much more attention to wide reading and to the checking up of deficiencies of individuals. Additional copies of supplementary readers were purchased by the General Office, which, together with the numerous sets purchased from local funds, have permitted every division to meet or exceed the minimum reading requirements set in the courses of study. No doubt the requirements for next year can be materially increased. A widespread use of classroom library tables has encouraged pupils to read more widely than ever before. A special effort has been made to encourage teachers to make greater use of activities involving reading in reading seat-work periods. This still requires much more attention. A point for major emphasis for the ensuing year is that of getting our teachers also to read more widely.

The type of supplementary readers now being purchased in the various divisions indicates a desire to make use of reading material of a more factual type and of content dealing with science, history, and health.

Libraries.

School libraries are slowly but surely increasing in efficient use as well as in size. Table 15 indicates the number of books per pupil in elementary libraries. As will be noted, the number of books purchased in 1926 was 363,155, or an increase of 39 per cent over the number in libraries in 1925. The number of books per pupil shows an encouraging increase. Manila reported the highest number of books per pupil in primary libraries, 2.35, while the Philippine Normal School reported the greatest number in the intermediate library, 4.85. Sulu and Mindoro reported the least books in primary and intermediate libraries. Subscriptions to periodicals in primary schools numbered 0.50 for each 100 pupils, in intermediate schools 3.27 for each 100 pupils, in both primary and intermediate schools one subscription for each 100 pupils. A number of studies have been made as to the books in the homes of pupils and as to the books which are most popular with pupils. More of similar studies are needed. Encouraging parents and pupils to buy interesting books for home reading is a problem deserving consideration. The few branch libraries of the Philippine Li-



An indication of the growth of school libraries and of their usefulness, an intermediate-school library, Cebu, Cebu



Conducting the weight-height survey, Palo Elementary School, Leyte

TABLE 15.—*Increase in elementary libraries, books, and books per pupil for a four-year period*

Year	Number of libraries	Number of books in such libraries	Books per pupil
1923.....	2,959	492,323	0.45
1924.....	3,067	548,334	.51
1925.....	3,721	600,205	.57
1926.....	4,136	963,360	.90

brary and Museum need to be increased in size and number. Wherever they exist they are filled to capacity with pupils eager for the opportunity to read.

SECONDARY SCHOOLS

Number of Schools and Courses.

There has been an increase this year both in the number of secondary schools and in the number of complete four-year courses being offered. In September, 1926, there were one hundred and seven secondary schools, as compared with one hundred and two in September, 1925. A comparison of the courses offered is shown in Table 16 while Table 17 shows the number of schools offering certain courses.

TABLE 16.—*Comparison of courses offered in September, 1925 and 1926*

Type of course	Number September, 1925	Number September, 1926
Four-year course.....	60	68
Three-year course.....	15	12
Two-year course.....	17	19
One-year course.....	10	8

TABLE 17.—*Number of schools offering certain courses*

General only.....	43
Agricultural only.....	17
Trade only.....	16
Normal, domestic science, and trade.....	1
Normal only.....	9
Nautical only.....	1
Commercial only.....	1
Domestic-science.....	1
General and normal.....	4
General and domestic-science.....	7
General and commercial.....	1
Domestic-science and trade.....	1
Domestic-science and agricultural.....	2
General, normal, commercial, and domestic science.....	1
General, domestic science, and normal.....	2

Enrolment and Promotions.

There was an increased enrolment in the secondary schools for the year. The following table shows this increase, the increase for the last five years, and the comparative enrolment in the different courses. It will be noted that the most rapid increase is in the vocational courses.

TABLE 19.—*Comparative enrolment and percentage of increase in general and vocational courses*

Courses	March monthly enrolment					Percentage of increase	
	1921-22	1922-23	1923-24	1924-25	1925-26	1925-26 over 1921-22	1925-26 over 1924-25
General.....	16,680	22,250	27,591	33,311	35,861	+115	+ 8
Agricultural.....	844	1,185	1,463	1,764	2,074	+146	+18
Trade.....	558	772	887	1,014	1,217	+118	+20
Domestic science.....	804	1,249	1,686	2,303	2,319	+188	+ 1
Normal.....	2,653	3,825	4,958	5,994	6,066	+129	+ 1
Commercial.....	403	280	407	536	502	+ 25	+ 6
Nautical.....	59	53	43	41	27	— 54	—34
Surveying.....	59	60	46	46			
Total.....	22,060	29,674	37,091	45,009	48,066	+118	+ 7

The number of pupils withdrawing during the year showed a slight increase, which was doubtless due to the discontinuance of final examinations. When students find that their grades are such that there is practically a mathematical certainty that they will fail, they often drop out. The withdrawals for this year are shown in Table 19.

TABLE 19.—*Secondary students withdrawing during the school year 1925-26*

Year	March annual enrolment	March monthly enrolment	Students withdrawing	Percentage of students withdrawing
First.....	24,137	20,157	3,980	16.49
Second.....	15,086	13,351	1,735	11.50
Third.....	9,902	8,913	989	9.99
Fourth.....	6,031	5,712	319	5.29
Total.....	55,156	48,133	7,023	12.73

Promotions of secondary students showed a marked increase this year, as is shown by Table 20. The greatest increase in the percentage of promotions was in the first year of the secondary course, as may be seen from Table 21. The careful classification of these students into ability groups is largely responsible for accelerating the slower ones.



Good physics laboratory equipment, Antique High School, such as more provincial high schools need



Typewriting, penmanship, and shorthand taught with rhythmic records, Leyte High School

TABLE 20.—*Promotion of secondary students*

School year	Students promoted	March monthly enrolment	Percentage promoted based on March monthly enrolment
1921-22.....	16,273	22,060	74
1922-23.....	21,862	29,674	74
1923-24.....	28,552	37,091	74
1924-25.....	33,490	45,009	74
1925-26.....	39,655	48,133	82

TABLE 21.—*Promotions of secondary students, by academic years*

Academic year	March 1926 monthly enrolment	Promotions	Percentage of promotion based on March monthly enrolment	
			1924-25	1925-26
First year.....	20,157	16,053	67.46	79.64
Second year.....	13,351	10,843	76.56	81.21
Third year.....	8,913	7,472	80.37	83.83
Fourth year.....	5,712	5,287	90.79	94.31
Total.....	48,133	39,655	74.41	82.39

Libraries and Voluntary Reading.

One of the main objectives of the year was the stimulation of voluntary reading. In high schools where it was possible, each student had one or more study periods daily in the library. At this time he had free access to periodicals and newspapers, as well as books.

Secondary schools purchased a total of 52,642 books for libraries as compared with 26,674 the previous year. This brought the number of books per pupil up to 4.07 as compared with 3.56 the previous year, an increase of .51 books per pupil. The interest in library improvement is encouraging.

For some time the use of the library has been taught as a part of the First-Year literature course. The *School News Review* has also been used in the First Year as silent-reading material that the secondary students might early become familiar with the special vocabulary of journalism and the typical organization of a news article.

This year several high schools opened their libraries at night. This stimulated voluntary reading because, as the survey of living conditions which is discussed later shows, the students as a whole do not have proper reading lights at home.

Studies were made to discover to what extent the students had access outside of school to books (other than texts), maga-

zines, and newspapers in English. The median number of books in 2,588 homes of secondary students was 4.23; the median number of magazines and newspapers in 1,452 homes was 1.56. This shows that it is the task of the schools to provide most of the reading material. One of the important services the schools are rendering the communities in which they are located is the lending of books to outsiders. Since there is such a paucity of reading material in the homes of those who have left the schools, this is very important.

There are several serious needs in this connection. For one thing, much more needs to be done to find out the types of reading material which have the strongest appeal to the students.

The librarians also need financial protection for loss of books for causes other than carelessness so that the "open-shelf" policy may be adopted. Free access to books stimulates reading, while a limited access to them inhibits it. There needs also to be more opportunity for students to withdraw books during the vacation periods.

Experimentation in Grading.

Experimentation in grading has been continued this year. Last year the five-point grading scale was used in six secondary schools. Its use, with modifications, was recommended by the principals and superintendents who used it. With some changes it was continued this year as an experiment in such secondary schools as wished to try it, of which there were sixteen.

After the final examinations were abolished, students began to shirk their work as soon as they felt that there was a mathematical certainty of their passing. The cumulative grading plan, with three variations, was tried out this year in two provincial high schools and in the Manila high schools as a possible solution of the problem.

Classification Tests.

In the majority of the high schools classification tests were given prior to the date of enrolment. The results of these tests were used as a basis for the preliminary grouping of students. This grouping has been changed from time to time in individual cases where supplementary information justified such action.

Enrichment of Curricula.

Supervisors have emphasized varying the respective courses to fit the needs of the various intellectual groups. Too often the

teachers have failed to realize that the only reason for classification is that the courses might be modified to fit varying needs. Much more stress needs to be given this matter.

As the courses of study have been revised or new ones prepared, minimum requirements were set for those of lower ability and much additional material provided for the brighter groups.

Living Conditions Studied.

During the year surveys of the living conditions of secondary students were conducted in thirty-one school divisions. The results show that the majority of the students have poor lights for home study; that in many cases there is overcrowding in boarding houses; that there is not a great enough variety of food in the students' diet; that only about fifty per cent sleep under mosquito nets; that in many cases male and female students, not relatives, live together in the same boarding house; and that bathing and toilet facilities are not adequate. It was also apparent that there is a great need for vocational guidance.

These problems should not be left entirely to school authorities. Parents, Government officials, and civic units should be enlisted in correcting these conditions. The building of provincial dormitories is one of the great needs.

This survey also revealed the need of supervised study periods in the school, since environmental conditions are such as to hinder study. This would be one means of increasing promotions. That the environment does have an influence on scholarship rating is shown by Table 22, which gives the results of a special study in this connection made in one of the average-sized high schools.

TABLE 22.—*Relation of scholarship ratings to environmental conditions and habits of students in one high school*

Rating (five-point system)	Number of students	Per cent ate varied diet	Per cent did not smoke	Per cent lived with relatives	Per cent had good light for home study
A.....	44	77.7	80.85	54.20	67.65
B.....	167	74.97	79.35	47.12	55.10
C.....	407	64.25	75.25	53.70	52.62
D.....	162	55.82	51.00	55.22	49.48
F.....	36	41.65	53.55	41.22	44.00

Another study was made to discover if it is safe to predict the scholarship of students entering the high school from their seventh-grade averages and intelligence scores. It was found that such predictions can be safely made.

Curriculum and Methods.

Some attention has been given to curriculum revision this year, and it is one of the big objectives for next year. The most important changes made during the year were (1) the substitution of Oriental history for general history offered in the second semester of third year, and (2) the combination of physical geography and general science into one course, making a year's course in general science in lieu of one semester of each of these courses.

In connection with methods of teaching, the problem and the project have been stressed. Constant check-up on the students' use of English; silent-reading methods and devices; motivation; active student participation in all recitations; teaching new material as a part of making the assignment; and good study questions organized about some central idea were also emphasized.

The need for future work is adaptation of method as well as subject matter to the individual needs of the students.

PREVOCATIONAL EDUCATION

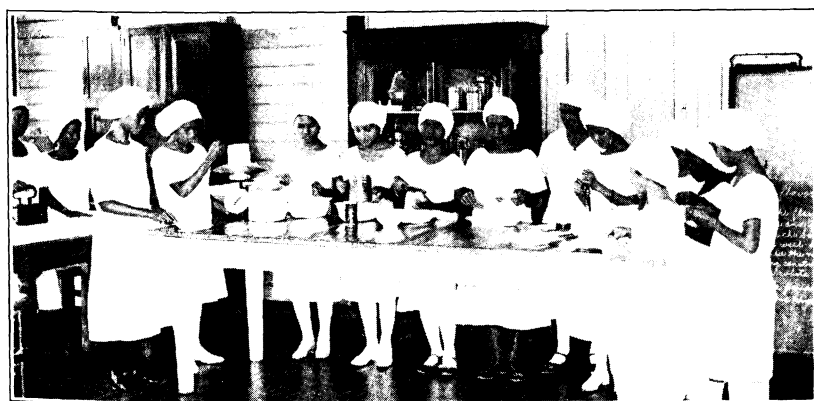
Objectives.

Together with the basic academic subjects, the elementary pupil receives either elementary agricultural instruction which introduces him to the economic basis of his rural community or an industrial course which emphasizes activities which are peculiar to urban districts. But the real objectives of this training are essentially prevocational and do not entail the neglect of those aims which are common to all elementary schools, whether rural or urban. Experts on vocational education have practically agreed that purely vocational education, or the development of the economic capacity of the pupil, should not begin before he has attained the age of fourteen years; or, in the case of a normal, unretarded child, after he has completed the elementary course. The authors of the Smith-Hughes Act, which has caused a revolution in vocational education in the States, have taken special cognizance of this and have purposely limited federal aid to schools which are designed "to meet the needs of persons over fourteen years of age who have entered upon or who are entering upon the work of the farm or the farm home."

Although the Bureau has continued to offer the same amount of industrial and agricultural training to all the pupils in the elementary schools, there has been further readjustment the



An elementary-school poultry project, Dolores, Abra



Grade Seven girls cooking, Calamba Elementary School, Calamba, Laguna

past year in its aims and objectives. The abolition of the sales agency of the General Sales Department resulted in a decrease in the attention formerly given to the commercial aspect of industrial work, but, on the other hand, the work has been placed on that much higher, less mechanical, and more pedagogical plane which is so essential in order to effectively meet the continual changes in local educational and economic needs.

There has been no reduction in the time allotted to industrial and agricultural activities in the elementary schools. All pupils above the first grade, irrespective of age or sex, have to spend a certain part of the school day in some form of agricultural or industrial activity. The supervising personnel has given the same proportional care and attention to the preparation of plans in agricultural and industrial subjects as they have given to the academic.

In planning for these classes, the following facts have been continually kept in mind:

- (1) The decreasing age of the pupils;
- (2) The differences in the nature and interest of the urban and rural pupils;
- (3) The great increase in basic work assigned to teachers in Grades One and Two; and
- (4) The contribution which the industrial classes may be able to offer in promoting the comfort, happiness, and attractiveness of the pupils' homes and of the communities in which they live.

Coupled with a vigorous campaign for home and school gardens and agricultural clubs has been an effort to encourage the pupils to select and plant vegetables according to their food values. In the classes in food selection and diet they learn that certain vegetables are rich in vitamins, while others contain a large amount of mineral matter; that many little babies would be saved from beri-beri if their mothers would eat certain vegetables every day; and that the baby itself should have from one to three teaspoonfuls of fruit or vegetable juice daily. This correlation of the work in the garden with that of the home-economics kitchen is certain to cause a marked improvement in the physical efficiency and health of the average Filipino home.

Enrolment.

The following table shows the total number of pupils (elementary and secondary) enrolled in the different industrial courses and the estimated value of the production in each course.

TABLE 23.—*Industrial production for school year 1925-26 (excluding agricultural production)*

Courses	Pupils enrolled	Estimated value
Embroidery and lace-making.....	109,735	P178,264.33
Basketry.....	97,528	139,517.41
Municipal shop.....	15,231	111,377.11
Provincial trade school.....	3,788	221,979.51
Provincial shop.....	1,152	20,179.35
Miscellaneous.....	239,905	747,845.02
Total.....	467,339	1,419,162.73

School Shops.

Many of the elementary-school shops have been handicapped by poor equipment and unsatisfactory shop buildings. Special efforts were made during the past year to remedy these conditions and, by means of close and careful inspection and supervision by the Industrial Division, to improve the work of the manual training classes in the elementary schools.

In some of the schools where it is not possible to give the course in woodworking, the course in bamboo-rattan furniture is offered in its stead. This course is of special benefit to the homes, and wherever it has been introduced has proved to be very popular both with the students and with their parents. A large number of new bamboo-rattan designs which are especially adapted for use in the Filipino homes have been sent out to the field, and an expert teacher of bamboo-rattan furniture has been added to the staff of traveling industrial teachers.

Agricultural Clubs.

With the reduction in the amount of commercial industrial work done in the schools, there has been a corresponding increase in the agricultural-club work for the boys and girls and in the home- and school-gardening work for the boys. Because of its educational value, the agricultural-club work in the schools

TABLE 24.—*School and home gardens and nurseries for the school year 1925-26*

School and home gardens and nurseries, 1925-26	Primary	Intermediate	Secondary	Total
Number of schools with gardens.....	5,092	901	.....	5,993
Number of pupils with home gardens.....	132,921	30,497	.....	163,418
Estimated area of school and home gardens.....	.....	.....	.....	* 3,533
Estimated market value of products raised in.....	.....	.....	.....	P748,566.01
Number of schools with nurseries.....	2,347	568	17	2,932
Number of trees in nurseries at the end of the year.....	.....	.....	.....	470,345

* Hectares.



A seventh-grade boy's home garden, Nasugbu, Batangas



The Bonifacio Elementary School garden, Manila

is looked upon not only as a definite part of the Philippine educational system but also as an agency for producing better agricultural and home conditions. In the school year 1924-25, there were 1,766 boys' and girls' clubs with a total membership of 30,578 pupils. During the school year 1925-26, there were 2,126 boys' and girls' clubs with a total membership of 34,981 pupils.

Number of boy's and girls' agricultural clubs.....	2,126
Number of club members (total).....	34,981
Garden	8,225
Hog	2,280
Poultry	15,296
Fruit	2,847
Corn	606
Cooking	5,727
Number of hogs owned by members.....	4,623
Poultry owned by members.....	282,069
Total value of products from projects.....	P374,009.01

Home Economics.

Less emphasis is being given to the purely mechanical instruction in needlework and cooking. Along with the making of a garment required in a sewing class the plan is for the girl to make some study of suitable textiles for the garment, reasonable prices, good lines, and similar related topics. Efforts are being put forth to supply the schools with embroidery designs suitable to be used on garments made in sewing classes. A pupil may select a design to suit her ability to execute it. Some of the designs selected by the girls and applied on the garments constructed in sewing classes are made plain and simple, while the finished work of other girls is exquisite and delicate. The idea is to make even a simple garment attractive and artistic. In the cooking classes more attention is being given to the scientific reasons for different methods of procedure, and to the economics of the home than to the acquisition of purely mechanical skill. The preservation of food, the discussion of food values, of well balanced diets, and the relation of the market, kitchen, and home surroundings to the health of the family are being given special attention.

VOCATIONAL EDUCATION

Enrolment Encouraged.

Enrolment in vocational schools is at present being encouraged in various ways. No tuition fees are charged. Also by means of vocational guidance, attendance at these schools is encour-

aged. Principals are required to give such guidance to all classes graduating from the seventh grade. Likewise the *School News Review* has given help in this matter, a series of articles entitled "Choosing One's Life Work" having been published during the year.

Forms of Training Offered.

Teacher training is one form of vocational education which has already been discussed in this report (see Section III). Other forms are those offered in—

- Trade schools and school shops.
- Agricultural schools and courses.
- Home-economics courses.
- Philippine School of Commerce and provincial commercial courses.
- Philippine Nautical School.
- School for the Deaf and the Blind.

Objectives.

The objectives for vocational education have been to increase the occupational and social knowledge and vocational skill of the individual as well as to develop his ideals and appreciations in regard to work. The aim is not primarily the mechanical training of unskilled labor. Thus the vocational objectives have been not only to give to the rural or urban students that skill and knowledge necessary to increase vegetable, animal, and industrial production to the end of economic profit, but also to articulate these activities with the basic academic knowledge that is essential in order to promote the most desirable urban and rural community life. These vocational schools, however, are not, as some may believe they are, institutions where all of the time is spent in special vocational training. Only a part of the day is spent in the field or in the shop. The rest of the day is occupied in obtaining a well-rounded education which will make the pupil more efficient mentally as well as physically. That is the main difference between apprentices and the students in vocational schools. The apprentice system turns out trained workers, mere machines; the vocational schools produce trained citizens with a perspective of life and with an ambition in their chosen fields of activity far higher than that of the ordinary workers in an industrial shop or the contract laborers on a plantation.

Vocational education of itself has no value unless it is supplemented by desirable economic conditions. All that vocational



Young coconut trees, Bunawan Agricultural School, Agusan



Growing the tomatoes for which Tarlac is famous, Pura Central School garden, Tarlac

education can do is to equip the individual to make the most of his economic assets. These assets increase or decrease with the rise or fall of the economic wealth of the community in which he lives.

To be successful, vocational education must meet the changing market demand for certain skills and abilities. The training of industrial and agricultural groups should never be in excess of the ability of the community to economically provide for their employment. This is illustrated in the present excessive immigration of agricultural workers from certain Philippine communities, where they were not able to sell their labor profitably, to the fruit and cane fields of Hawaii and California, where their manipulative skills have a higher and more profitable market value.

Testing and Measuring Achievement.

Due to the fact that the recent testing and measurement program in America is more concerned with the analysis of the intrinsic intelligence of the individual student than with his special aptitudes and the personal qualifications necessary for his success or efficiency in particular lines of activity, very little has been done in the way of measuring achievement in vocational classes. It is believed, however, that together with the need for vocational guidance is a similar and equally important need for a program of tests and measurements modified by local conditions and giving the same emphasis to muscular dexterity, health, industry, and natural aptitudes necessary in the vocations as is given to the academic intelligence quotients which are necessary in the professions or in the higher vocational pursuits. The ordinary academic tests may help decide as to whether the student can successfully take up the work in certain occupations but they have no measurement value with reference to other occupational possibilities. With this in mind, plans are being made by which the Test and Measurement Section in conjunction with the Industrial Division will devise a set of tests which will be effective in any program of vocational guidance.

AGRICULTURAL AND FARM SCHOOLS

Schools and Courses.

Since the work of the agricultural schools is perhaps less well understood than that of the other vocational schools, it may perhaps not be out of place to distinguish between the various types of such schools and their work.

There are three types of agricultural schools. The larger schools of agriculture, which are mostly boarding schools, follow the form and administration developed at the Central Luzon Agricultural School. The training given in these schools is essentially practical—one in which the student is made familiar with actual farm conditions by personally taking part in all of the activities which should be encountered in a well-regulated homestead. The school environment is made to resemble as nearly as possible the student's future working environment, and the tasks which he undertakes are, on a small scale, identical with those which he will perform in his occupational life. This practical training emphasizes both the instruction and the productive phases and adequately prepares the student for the life of the farm owner and homesteader. The student farmers in most cases build their own houses, have their own gardens and poultry projects, and face, on a small scale, the same experience which they will later encounter on the farm. The student body is controlled largely by a community form of government, and selects its own president, councilors and police force. The students pay taxes, have their bank accounts, take their produce to the school granary and learn the rudiments of credit by actual experience. They also take part in the management of different school enterprises, which effectively develop their spirit of coöperation and civic usefulness.

While the courses in the schools of this type are generally the same, adaptations are made where there are differences in climatic and agricultural conditions in the regions served by these various schools.

Among the schools of this type are the Camarines Agricultural School in Camarines Sur, the Catarman Agricultural School in Samar, the Lagangilang Agricultural School in Abra, the Baybay Agricultural School in Leyte, and the Cabagan Farm School in Isabela. Gradually, these will specialize in the production of rice, sugar, tobacco, coconut, abaca, or other staple products, each giving special emphasis to some definite staple product peculiar to its respective region.

The second type of schools of agriculture is the provincial or municipal farm school offering a special farming course for boys and the general intermediate course in home economics for girls. Most of these schools are intermediate, although some offer secondary courses. Dormitory accommodations and subsistence are not provided. As the equipment and enrolment



A class in animal husbandry, Central Luzon Agricultural School



Cutting sugar cane, Central Luzon Agricultural School

of these schools grow and the territories served increase, they will gradually develop into the same type of schools as are now found in Muñoz and Baybay.

In addition to these two types of agricultural schools there are the rural schools located in isolated communities, especially among the non-Christian settlements, and known as settlement farm schools. These schools are more vocational than the elementary schools in the Christian provinces. Unsettled conditions in the non-Christian territory have somewhat retarded the work of these schools, which exercise a tremendous influence in the permanent settlement of certain non-Christian peoples on productive agricultural lands.

Very productive farms have been developed in the regions of these schools, and, in a number of cases, the school-grown vegetable has created a desire for a better-balanced diet.

The following table gives the figures as to the number of the various types of agricultural schools, the size of the schools, their enrolment, and other important data.

TABLE 25.—*Schools of Agriculture in March, 1926*

Type of school	Total number	Annual enrolment March 1926	Area of schools in hectares		Animals	Value of school products
			Cultivated	Total		
Agricultural.....	14	3,143	1,104	4,970	12,561	P206,840.47
Farm.....	13	3,274	211	428	6,036	56,345.09
Settlement.....	244	14,783	901	5,231	4,093	109,473.42
Total.....	271	21,200	2,216	10,629	22,690	372,658.98

Buildings Constructed.

By means of insular appropriation and appropriation from the provincial or municipal funds, it has been possible to realize a large part of the permanent building plan for agricultural schools. A new hospital and teachers' cottages have been constructed in the Baybay Agricultural School; a new dormitory and a principal's cottage, in the Central Luzon Agricultural School; a shop, in the Echague Farm School; and a number of other buildings have been constructed during the present school year.

Encouraging Results.

The Central Luzon Agricultural School at Muñoz produced during the last year 2,000 cavans of rice. As this is considerably

more than is required for the use of the students in that institution, all of the surplus rice was disposed of in Manila. It may be interesting to note that by the introduction of the ramay variety of rice in the Central Luzon Agricultural School, a record-breaking yield of 100 cavans per hectare was obtained. This is a marked contrast to the average yield for the Islands which has been for the past three years only 25.85 cavans per hectare. This variety of rice, which is now being successfully raised in this agricultural school, is rapidly being introduced in the rice-producing section throughout Central Luzon.

Although the school at Baybay is a comparatively new school, the abaca produced in this agricultural school is of superior quality to that grown in surrounding plantations, and, consequently, commands a much higher price in the local market.

The agricultural schools also do effective and much-needed extension work. The nurseries in these schools are practically the only available source from which the farmers may obtain seedlings of fruits, vegetables, rubber and other plants needed in the farm orchard or garden. Thousands of young plants for the vegetable and flower gardens, for the orchards and the fields are distributed annually from the seed beds of the agricultural, farm and settlement farm schools.

Comparative studies are being made of the rice production per hectare in the different farm schools. It is believed that the data received and compiled will help to standardize and increase the rice production in the different farm and agricultural schools.

TRADE SCHOOLS AND PROVINCIAL-SCHOOL SHOPS

Schools, Courses, Enrolment.

During the school year 1925-26, there were twenty-one trade schools and eight provincial-school shops already established and being operated in twenty-nine school divisions. The wood-working course was given in twenty-eight divisions; the building course, in two divisions and the ironworking course, in three divisions. The domestic-science course was given among other industrial courses in the Pampanga Trade School, located at Bacolor.

The most popular course given in the trade schools and other school shops was woodworking, as is indicated by Table 26. In all the wooden articles made, there was a marked improvement in the style of their designs, in the quality of their workmanship,



Grade Five boys making clothes hampers, Parañaque Elementary School, Rizal



Woodworking in the Leyte Trade School

TABLE 26.—*Enrolment by courses and by grades of all the provincial trade schools and provincial shops combined*

Courses	Grades							Totals
	Intermediate			Secondary				
	V	VI	VII	First year	Second year	Third year	Fourth year	
Woodworking.....	74	857	906	424	200	33	14	3,175
Building.....	17	7	8	44	30			106
Ironworking.....	35	29	12	32	20	6	4	138
Domestic science.....				25	26	17	16	84
Totals.....	793	893	926	525	276	56	34	3,503

NOTE.—Data from the Division of Batanes were not available.

and in the kind of finish put on them. The building and blacksmithing courses have been extended gradually to a number of schools, because they have the best possibilities for further development and for meeting the particular needs of the people for whom these shops were established.

Value of Production.

The estimated value of output, consisting mostly of the fabrication of furniture intended for private and government purposes and repair jobs, of the provincial trade schools for the school year 1925-26, was ₱192,841.55; and of the provincial school shops during the same period was ₱28,363.86, making a total of ₱221,205.41.

The value of production of the five leading provincial trade schools during the school year is given below:

Leyte Provincial Trade School.....	₱26,182.94
Zamboanga Provincial Trade School.....	19,238.00
Pangasinan Provincial Trade School.....	13,927.03
Pampanga Provincial Trade School.....	10,540.23
Albay Provincial Trade School.....	7,821.52

Influence of These Schools.

The influence of the trade schools is felt in every province where they are established. Well-made furniture improves and greatly beautifies the homes in the communities served by these schools and brings more contentment and comfort to the pupils' families, friends and relatives. The trade schools encourage the students to appreciate not only the dignity but also the monetary value of manual labor. In addition, they also offer an opportunity to poor students to be self-supporting by working in the school shops after school hours.

Reorganization.

The secondary classes of the trade schools were conducted in thirteen school divisions. The elementary grades in the trade schools are gradually being eliminated and the schools organized as complete, secondary, trade schools. It is felt that this change will bring about decided improvements in the quality of work performed and in the quantity of production because (1) the students in the trade schools will then be more matured when they reach the first year and enroll in a vocational school for the first time; (2) there will be a greater assurance that every student having the natural bent and liking for a particular vocation will remain in school until he graduates; and (3) there is a continuous and persistent demand for higher education in the vocational schools.

HOME ECONOMICS

Housekeeping as a course was introduced into the high schools in 1917. During that year ten different schools established the so-called domestic science course. At present, this course is given in eighteen secondary schools, including the farm schools and the Philippine Normal School.

No changes have been made in this course since its introduction, but extensive changes are being considered and will be put into effect as soon as possible. In order to conform with more modern nomenclature and to raise the work in this course to a higher plane, it has been thought advisable to change its name from the domestic-science course to the secondary course in home economics.

PHILIPPINE NAUTICAL SCHOOL

The Philippine Nautical School has proved an asset to the coastwise trade, since it has helped raise the standard of the Philippine marine officers. The enrolment is, however, gradually decreasing. One reason for this is that, due to the lack of expansion in the Philippine merchant marine, there is not a large demand for young trained officers.

PHILIPPINE SCHOOL OF COMMERCE

The Philippine School of Commerce maintains a high standard of efficiency, admitting only those students who rank high in intelligence tests and graduating only those who, it is thought, will make good in the business world. That the graduates of the school are in demand at good salaries is shown by the results

of a questionnaire recently sent to them.

The fourth-year classe of 1926-27 was large enough to be divided into two separate sections—one in stenography and one in bookkeeping. Table 27 analyzes the enrolment for this and previous years.

TABLE 27.—*Day-school and night-school students enrolled in the Philippine School of Commerce for three years*

Year	Number of students enrolled		Total
	Day school	Night school	
1924-25.....	548	379	927
1925-26.....	473	460	933
1926-27.....	516	435	951

Members of the graduating class are able to get actual office training for they are assigned by turn to do the office work of the school, which consists of cutting stencils, operating the mimeograph machine, filing correspondence, taking dictation, and typing.

SCHOOL FOR THE DEAF AND THE BLIND

Enrolment Growing.

The enrolment for 1926-27 in the school for the Deaf and the Blind, at Pasay, Rizal, was the largest in the history of the institution, totalling one hundred and twenty students, but there are many other children who should be in the school. To the deaf and the blind, education and proper training mean everything, and these advantages are provided at this school practically free to those who will make use of them.

Instruction Improved.

Regular classes are held five days a week from the first grade through the second year of high school. Academic, industrial, vocational, musical, and physical-education courses are offered. Typewriting, piano tuning, embroidering, sewing, carpentry on a small scale, gardening, laundry work, and basket and mat making are all taught with gratifying results. The courses of study used in the schools throughout the Islands are followed with a success that may be measured by the fact that students completing the second year of high school in this school are able to enter and to finish high school in classes with normal

young people. A second teacher specially trained to give oral instruction to the deaf has been added to the faculty. Reading from the book, together with incidental reading, is begun earlier in the grades and is taught more intensively than ever before. Instruction in arithmetic has also been improved by making it more practical.

EDUCATION AMONG THE NON-CHRISTIANS

The divisions with a population commonly known as non-Christian comprise a large part of the total area of the Philippine Islands; yet only about ten and seven-tenths per cent of the total population of the Philippines is non-Christian. Although five of these divisions—Cotabato, Davao, Mountain, Zamboanga, and Palawan—are the five largest in the whole archipelago and three others—Agusan, Bukidnon, and Nueva Vizcaya—rank among the first twelve divisions in area, only one, Mountain, ranks among the first twenty divisions in population. The fact that these divisions cover vast areas but are sparsely populated makes supervision difficult, education costly, and the results less evident than in more populous regions.

Decline in Enrolment.

Table 28 indicates the per cent of the total population, according to the 1918 census, that was non-Christian and the per cent of the March annual enrolment, 1926, which was of non-Christian parentage. Only the divisions are listed which had more than fifty per cent of their population non-Christian. The figures indicate that in every division except Lanao, Zamboanga, and Davao, the major portion of the school enrolment is made up of children of non-Christian parentage.

TABLE 28.—*Per cent of non-Christian population and school enrolment in seven division*

Division	Per cent of total population which was non-Christian, 1918	Per cent of March annual enrolment, 1926, of non-Christian parentage	Division	Per cent of total population which was non-Christian, 1918	Per cent of March annual enrolment, 1926, of non-Christian parentage
Bukidnon.....	79.1	92.8	Mountain.....	82.7	90.1
Cotabato.....	95.6	62.8	Sulu.....	97.9	94.9
Davao.....	50.9	41.3	Zamboanga.....	55.3	16.2
Lanao.....	91.6	31.9			

There has been a steady decrease in the enrolment of pupils of non-Christian parentage since the school year 1921–22, when the greatest enrolment was reported as shown in Table 29, al-

though there was an increase of eleven and seventy-one hundredths per cent in the 1925-26 enrolment over that for 1919-20.

TABLE 29.—*Enrolment of non-Christian pupils for five years*

School year	Number of provinces reporting a non-Christian enrolment	March annual enrolment of non-Christian pupils	Increase (+) or decrease (—) over previous year	Per cent of increase (+) or decrease (—) over previous year
1921-22.....	27	62,911	+10,612	+10.85
1922-23.....	28	62,812	— 99	— .16
1923-24.....	27	58,558	— 4,254	— 6.77
1924-25.....	28	52,976	— 5,582	— 9.53
1925-26.....	28	51,543	— 1,433	— 2.70

^a Per cent of increase of 1925-26 over 1919-20 is 11.71.

Five divisions reporting a small non-Christian enrolment (508 pupils) in 1919-20 reported more in 1925-26. These were Central Luzon Agricultural School, Isabela, Oriental Negros, Romblon, and Capiz. Four other divisions, namely Misamis, Pangasinan, Tayabas, and Union reported a non-Christian enrolment (635 pupils) although not reporting any in 1919-20. The divisions with the greatest increase in enrolment of pupils with non-Christian parentage over the enrolment six years previous are:

Cotabato increase of	1,828
Mountain increase of.....	3,659
Sulu increase of.....	4,368

Divisions with the greatest decrease in the same period are:

Bukidnon decrease of.....	2,279
Lanao decrease of.....	2,027

Divisions which have increased or decreased materially from the enrolment of one year ago are:

Bukidnon decrease of.....	649
Cotabato decrease of.....	418
Davao decrease of.....	659
Lanao decrease of.....	1,055
Palawan decrease of.....	451
Zamboanga decrease of.....	594
Ilocos Sur increase of.....	455
Mountain increase of.....	459
Sulu increase of.....	1,576

Causes of Decline.

There are several reasons for this steady decrease the last five years in the enrolment of pupils of non-Christian parentage. The immediate cause was doubtless the discontinuance of compulsory education.

Education in non-Christian divisions is costly compared with the ₱22.75 per pupil cost for all schools for 1925. Using the March annual enrolment for 1926 and the governmental expenditures for education during the fiscal year 1925, the per-pupil cost in the so-called non-Christian divisions was as follows: Agusan, ₱16.86; Bukidnon, ₱27.80; Cotabato, ₱33.76; Davao, ₱27.22; Lanao, ₱39.48; Mountain, ₱24.64; Nueva Vizcaya, ₱34.43; Palawan, ₱22.90; Sulu, ₱24.42; and Zamboanga, ₱25.15. The divisions of Abra and Ilocos Sur with 17.98 per cent and 5.18 per cent of the March annual enrolment of non-Christian parentage had a per-pupil cost of ₱21.66 and ₱19.38, respectively.

The most serious handicap of all is the attitude of non-Christian parents toward education. This will be difficult to change, but the next generation may have a different attitude if the schools can hold a sufficient number of the young men of the present generation to develop leaders for the future.

All governmental departments should coöperate to keep the children in school until they have completed at least the primary grades. If by building dormitories, for example, children can be kept in school that long, the probabilities are that they will remain longer of their own volition, for records show that the greatest losses are in the first two grades. Any measures promoting regular attendance will further this aim. In one division, for example, the average number of years required to complete the second grade ranged from three and ninety-three hundredths to five and sixty-six hundredths years because of the irregular attendance.

This problem of irregularity of attendance is a serious one. Many pupils live from two to fifteen kilometers from school and have to pass through muddy and cogonal places and sometimes have to cross deep rivers. Besides the distance of their homes, the difficulty of transportation, and the dangers, most of them are forced by the economic condition of the family to help their parents. As a result, the average child attends school only from one to three times a week.

Because of the discomforts of living and the isolation, it is very difficult to get experienced teachers for these schools. Also because of the distance between schools and the difficulty of travel, it is impossible for the supervisors to give the individual teachers much help.

The difficulty in securing women teachers prevents the schools from attracting many girls. School officials make little effort to induce girls to enroll unless a woman teacher can be employed in the school. Less than one-half of the teachers in the ten so-called non-Christian provinces are women. For this reason, the girls were but 27.4 per cent of the total enrolment of pupils of non-Christian parentage in March, 1926.

Objectives.

Acting on the principle that one can lead a horse to water but that one cannot make him drink, the policy is being formulated of not pressing the non-Christians about the schools. The tendency is to give every attention possible to schools now in existence among them, but only in a matter-of-fact way by treating them as an ordinary feature of the communities where they exist instead of as special foreign institutions to be bolstered up by earnest appeals to the local leaders. The leaders are being given to understand that the water is there and that they may take it or leave it instead of being begged to take it. In this way it is hoped that the non-Christians may be brought to see that they have in the schools something valuable which they are in danger of losing.

Education among the non-Christians is still in an experimental stage. For that reason definite objectives are still in the process of formation. For some time the Bureau has been emphasizing agricultural education rather than agricultural training. Inexperienced teachers, however, continue to overlook the vast difference between the two. As a result, in many cases there has been no correlation between theory and practice, little continuity between one day's work and that of the next. Here as elsewhere the great need is for better-trained teachers.

Vocational education is stressed, there being a fifty-fifty program. The industrial work in the intermediate grades centers about the making of necessities like chairs, beds, and boxes for the safe-keeping of clothes and implements like bolos, hammers, and axes. There is no division of labor as each boy goes out able to perform his simple craft. Another form of activity is the building of school buildings, homes, and teacherages. The girls weave and sew. In some non-Christian communities hand weaving has been retained in spite of the economic argument that powerlooms do cheaper work. It is believed that because

of its high educational and aesthetic values, it is ideal as a household industry.

HEALTH AND PHYSICAL EDUCATION

General Office Supervisor Needed.

More than ever before, the various agencies have coöperated this last year in giving the school children health instruction and in removing causes of their ill-health. But even with the coöperation of all the health agencies, the health training and medical examinations given school children have been far from adequate. As has been recommended before, the greatest need of this Bureau in improving the health of school children is a directing physician attached to the General Office and one nurse at least for each division, as well as an ample allotment of simple medicine. The next step would be a school physician in each division who would devote his attention solely to examining school children for adenoids, affections of the eyes, defective hearing, malnutrition, and other bodily ills, all of which cause retardation and delinquency.

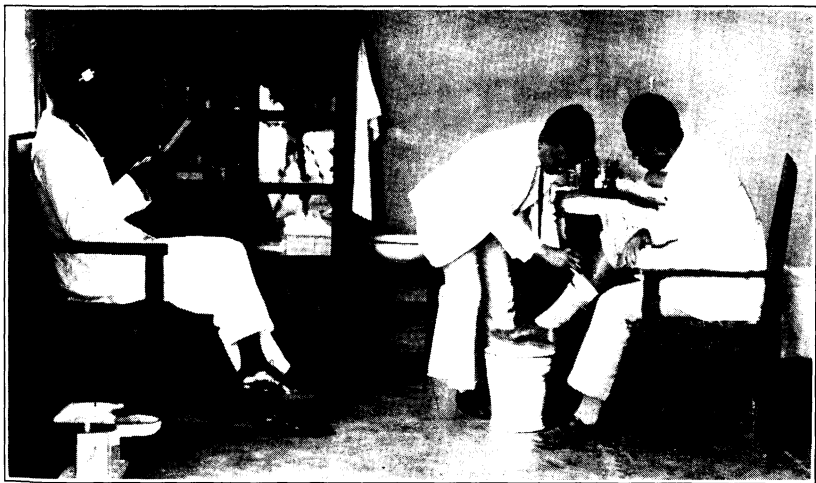
Work of Health Supervisors in Ten Divisions.

The present status of the health supervision within this Bureau is that supervisors of hygiene and sanitation are employed in only ten divisions. Previously a greater number of divisions employed a supervisor in this capacity, but the difficulty in securing medicine in some places made the presence of a nurse ineffective, so the position was replaced by a teacher. The favorable reports coming from the ten divisions with a school supervisor of hygiene and sanitation indicate the esteem with which these nurses are held both by the school officials and by the school patrons. These nurses not only spend their working day among school children, but also go into the homes, where they teach the parents and also treat children who do not attend school. The benefit derived from the presence of these nurses is immeasurable. One division thought so highly of the value of the supervisor of hygiene that two graduate nurses were employed as traveling municipal-school nurses, covering four school districts.

Reports from eight divisions with supervisors of hygiene and sanitation, as shown by Table 30, indicate the scope of health correction and instruction being given by these supervisors. They are trained in their work and are able, in addition to their own work, to instruct untrained teachers and supervisors in carrying out remedial measures.



Children making use of the playground equipment, Training Department,
Cebu Normal School



The supervisor of hygiene and sanitation at work in the high school,
Dumaguete, Oriental Negros

TABLE 30.—*Activities of supervisors of hygiene and sanitation in eight divisions*

Division	Schools visited	Pupils examined	Cases treated at school	Cases treated in the homes	Homes visited
Agusan.....	51	4,169	785	(*)	(*)
Cavite.....	38	10,237	1,042	(*)	130
Ilocos Norte.....	66	18,708	9,650	(*)	(*)
Ilocos Sur.....	70	8,629	6,162	(*)	(*)
Mindoro.....	52	9,429	411	793	402
Oriental Negros.....	37	13,127	1,483	(*)	384
Pangasinan.....	98	27,504	9,103	(*)	(*)
Union.....	65	15,836	5,487	(*)	130

* No report.

Table 31 indicates the diseases reported by these same eight divisions for the year.

TABLE 31.—*Most common diseases reported by the supervisors of hygiene and sanitation in eight divisions*

Diseases	Number of cases	Diseases	Number of cases
Eye defects other than vision.....	6,003	Scabies.....	1,051
Ear defects.....	98	Tropical ulcers.....	798
Nasal defects.....	529	Other skin diseases.....	4,905
Diseases of the throat.....	4,185	Pediculosis.....	7,356
Defective teeth.....	18,603	Other diseases.....	2,006
Anemia.....	71	Minor accidents and wounds.....	264

Health Measures Taken by This Bureau.

Various measures have been taken within the Bureau to improve the physical welfare of the school population, such as a test of the vision of every school child, a height-weight-age survey, the sale of quinine, dissemination of health instruction through the *School News Review*, the encouragement by a special bulletin of the purchase of science and health readers, the issuance of more than seven bulletins or circulars regarding health measures, the encouragement of the erection of playground apparatus, the insistence upon more sanitary toilets, and the usual attention paid to group athletics and athletic meets.

Testing Vision.

Considerable interest has been aroused in the test of vision issued by this Bureau. Despite the difficulties of administration, this testing has already had results. Pupils' seats have been rearranged; others have had their eyes fitted with glasses. Numerous division circulars have been issued regarding the proper care of the eyesight and emphasizing the need of purchasing better lamps for night study in the homes.

Much work remains to be done along this line however. This Bureau is urging parents of children with defective vision to have the defective eyes fitted with glasses. It is also urging teachers to provide themselves with good reading lamps, not only to protect their eyes, but also that they may do more reading. As it is there are many school children who should be wearing glasses and who would no doubt make faster progress through school if their defects in vision were corrected.

Height-Weight-Age Survey.

The height-weight-age survey also met with the utmost co-operation and approval of the field. Permission was secured to reprint a part of a height-weight-age table which was prepared by the Office of the Public Welfare Commissioner. Table 32 indicates that there are far too many children either over-weight

TABLE 32.—*Over-weight, normal and under-weight pupils in 21 divisions.*¹

Grade	Number of pupils measured and weighed		Per cent found					
			Over-weight		Normal		Under-weight	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I.....	17,895	14,184	26.43	24.38	23.76	21.75	49.81	53.87
II.....	14,084	10,735	25.29	24.00	25.24	21.79	49.47	54.31
III.....	11,754	8,696	24.64	22.75	22.75	20.73	52.61	56.52
IV.....	9,836	7,182	24.68	25.61	21.25	18.35	54.07	56.04
V.....	6,977	3,825	27.23	28.73	23.06	16.76	49.71	54.51
VI.....	4,325	2,435	28.81	33.55	20.90	18.44	50.29	48.01
VII.....	2,808	1,631	33.94	38.57	23.11	19.13	42.95	42.30
First year.....	475	162	63.16	62.35	14.11	13.58	22.73	24.07
Second year.....	269	141	38.66	47.51	36.43	40.43	24.91	12.06
Third year.....	192	108	41.67	32.41	42.71 ¹	53.70	15.62	13.89
Fourth year.....	105	47	39.05	29.78	55.24	57.45	5.71	12.77
Total elementary.....	67,679	48,688	50.43	25.46	23.25	20.43	50.58	54.11
Total secondary.....	1,041	458	50.43	47.38	29.30	35.81	20.27	16.81

¹ Partial results only.

or under-weight. The extent to which a child must be over- or under-weight to be considered as malnourished requires further study. The Philippine Health Service reports that in the United States a child may be as much as twenty per cent over-weight and ten per cent under-weight before he is considered malnourished.

Sale of Quinine.

In order to aid the Philippine Health Service in the campaign against malaria, this Bureau has authorized barrio teachers to secure from the municipal treasurer quinine tablets to be sold to the barrio people at cost.

One division reports as the chief causes for the prevalence of malaria (1) lack of cleanliness in the home, (2) ignorance of the need of mosquito nets, (3) ignorance of the treatment necessary, and (4) poverty. The schools should and do attempt to eliminate the first three factors and indirectly, the fourth.

Health Information.

Every issue of the *School News Review* has contained articles on health. Of the total printed space during the year more than eleven per cent has been devoted to this important topic.

Defects in Hearing Studied.

Several divisions made a study of the defects in hearing of pupils, one division reporting the percentage of pupils with defective hearing as follows:

	Boys	Girls
Grade III	0	11
Grade IV	8	8
Grade V	5	5
Grade VI	7	3
Grade VII	7	2

A second division reported that among two hundred and five teachers examined nearly ten per cent had defects in hearing and nearly twelve per cent had impaired vision. A more widespread test of the hearing of pupils should be undertaken next year as well as more attention given to the health of teachers.

Coöperation with Other Agencies.

Splendid coöperation has existed between the Philippine Health Service and this Bureau, and probably a greater percentage of school children has been examined by health officials than ever before. A Joint Conference of the Philippine Health Service and the Bureau of Education was held at Baguio in May. This was the first of such conferences ever held, and no doubt it aided materially in establishing a more friendly and coöperative spirit among the field personnel. An attempt was made through a circular prepared by this Bureau and the Director of the Philippine Health Service to define more clearly the duties of the Philippine Health Service personnel in regard to school pupils.

Work of Red Cross.

The Senior and the Junior Red Cross have continued to give the service which so typifies these organizations. The Junior Red Cross has devoted its efforts to an elaborate program of dental

correction. Of the fifty-three school divisions and insular schools, there were but ten which were not reached at some time during the year by one or more Junior Red Cross dentists. These were Batanes, Bukidnon, Cotabato, Davao, Lanao, Mindoro, Nueva Vizcaya, Romblon, Sulu, and Zamboanga. The activities of the Junior Red Cross from January 1 to December 31, 1926, is shown by Table 33.

TABLE 33.—*The work of the Junior Red Cross*

	1925	1926
Estimated number of children signing the membership roll.....	1,059,828	892,860
Contributions of schools to Junior Red Cross.....	P207,018.43	P222,927.95
Number of dentists working.....	73	76
Number of school children inspected by dentists.....	233,738	267,490
Number of school children treated by dentists.....	200,489	242,129
Per cent of school children inspected by dentists based on the annual enrolment for September.....	21.31	25.20
Per cent of school children treated by dentists based on the annual enrolment for September.....	18.28	22.81

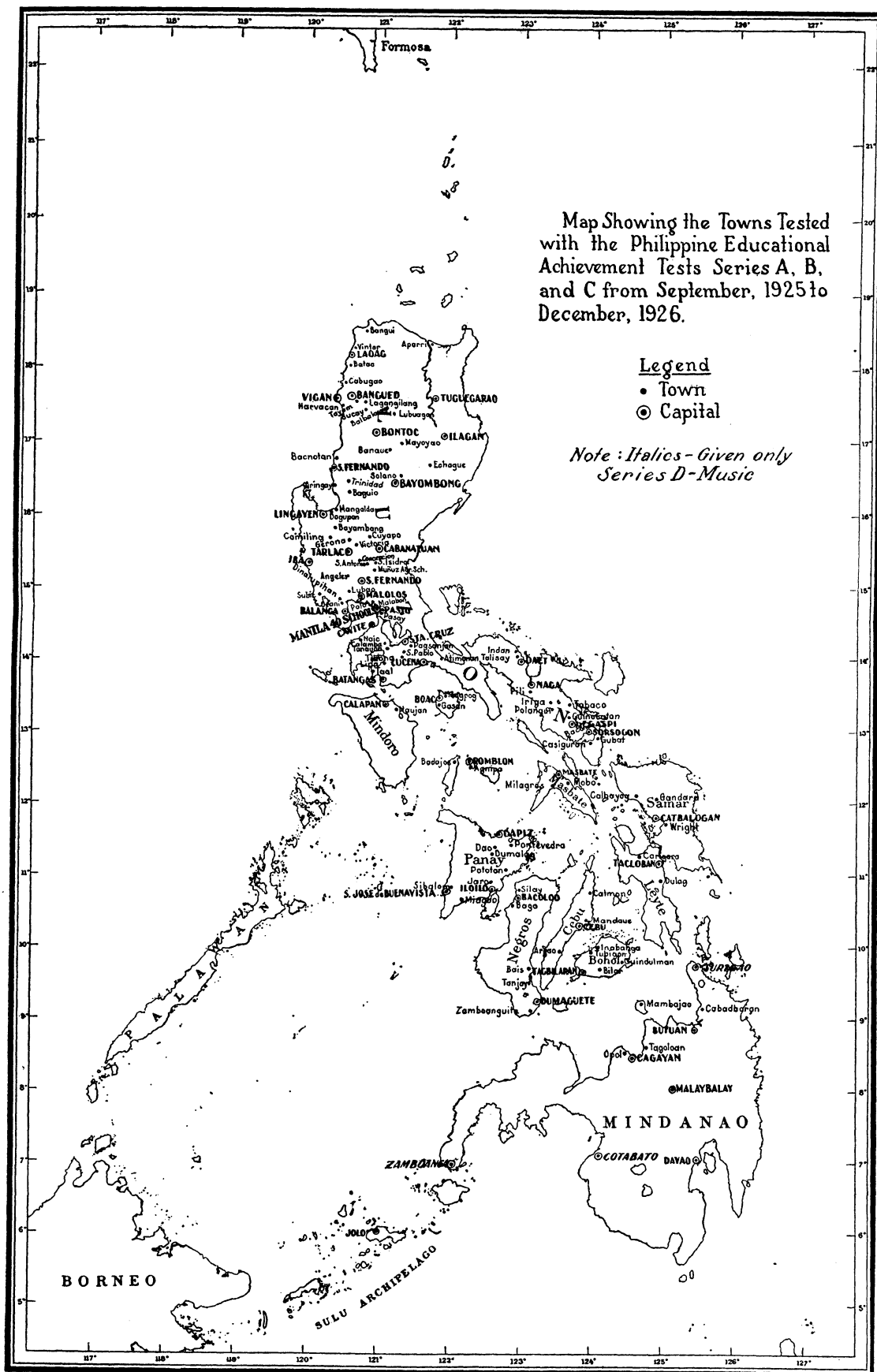
The inspectorial and corrective activities for health improvement of all agencies working in the schools is shown by Table 34.

TABLE 34.—*Accomplishments of health agencies in schools for two years*

	1924-25	1925-26
Annual enrolment, December.....	1,107,246	1,068,453
Pupils examined.....	654,119	613,242
Pupils vaccinated.....	568,572	556,986
Pupils treated.....	242,272	158,804
Pupils cured.....	170,159	103,627
Number of health inspectors.....	1,411	1,335
Number of pupils per health inspector.....	785	800
Number of school dispensaries:		
With trained nurses in charge.....	26	176
With teachers in charge.....	398	837
Per cent of pupils examined of those enrolled.....	59	57
Per cent of pupils treated of those examined.....	37	26
Per cent of pupils cured of those treated.....	70	65

Athletics.

With the idea of maintaining a high standard of scholastic work among athletes in the public schools, this Bureau, in conformity with a recommendation made by the 1926 Convention of Division Superintendents, made the ruling that no student who had failed to meet the scholastic requirements for promotion for the previous school year should be entitled to represent his school in a public contest. While it is possible that, as a result, a number of athletes may be disqualified, thus affecting the athletic ranking of a few schools, it will undoubtedly raise the standard maintained in the athletic activities carried on in the schools.



V. EDUCATIONAL MEASUREMENT AND RESEARCH

Leadership Assumed in This Field.

One of the outstanding achievements of the Bureau of Education is its assumption of leadership in the field of educational measurement and research in the Philippines—leadership which in the United States is being exercised by state universities and privately endowed institutions and foundations. This was particularly noticeable this year, during which time the Measurement and Research Section of the General Office exercised a notable influence in the development of a scientific and professional attitude among the field personnel.

Program of Activities for the Year.

Of the definite program proposed in the last annual report, the Measurement and Research Section has been able to pursue the following with but a nominal increase in the research facilities and personnel:

1. Testing most of the provinces not previously tested with the Philippine Educational Achievement Tests, Series A, B, and C;
2. Developing in preliminary form content examinations in the United States history, and food selection and diet;
3. Setting standards of rate and quality in handwriting, quantitative and qualitative standards in English composition; and
4. Training teachers and supervisory officials in the proper treatment and interpretation of tests, age-grade, and grade-progress, and other research data.

Cross Section Testing.

Thirty-five divisions and insular schools were tested during the year with the Philippine Educational Achievement Tests, Series A, B, and C, as against twelve which were tested in September–December, 1925. The extent of this cross-section testing program from its inception in September, 1925, to December, 1926, is shown by Figure IV.

As this figure shows, only Batanes, Cotabato, Lanao, Palawan, Surigao, and Zamboanga remained untested in December, 1926.^a Such an accomplishment becomes more significant

^a Of these six provinces Cotabato, Surigao, and Zamboanga were tested with the Philippine Educational Achievement Test, Series D—Music, before December, 1926.

if one takes into account the limited personnel and facilities of the Measurement and Research Section.

The results of the January–March (1926) and the June–September (1926) testing programs are given in Charts I–VIII (see Appendix). These charts present three levels of achievement for each division tested, namely: (1) the consolidated division median, (2) the individual elementary-school or secondary-class median, and (3) the “best practice” (best elementary-school or secondary-class) median. Entries in italics indicate the “best practices” for each division, and those in capitals, the consolidated division medians.

The relative standings of different divisions and insular schools based on the composite scores obtained from the Philippine Educational Achievement Tests, Series A, B, and C (excluding composition) are presented in Figure V for the January–March testing period and in Figure VI for the June–September testing period.

New Tests Developed.

Aside from the regular testing program another series of achievement tests was devised and given in some 32 divisions. This was the final form of the music tests reported in the last annual report as in preliminary form. Results in this test are shown in Chart 9. A series of United States history tests, still in preliminary form, was evaluated and tried out on a limited scale. A series of objective tests in food selection and diet was given in ten provinces around Manila. Both these tests are intended to be issued as two of our achievement-test series. A test on the courses of study has also been prepared and is being issued to the field for the use of supervisory officials, in normal institutes, and in teachers conferences and meetings.

Handwriting Survey.

The recommendation of the Committee on Elementary Education to place more emphasis on the subject of handwriting in the elementary schools was adopted by the 1926 Convention of Division Superintendents. In line with this recommendation a handwriting survey was started in July, 1926, to determine the possible and attainable standards of achievement both in quality and speed among Philippine public-school children from Grades II to VII, inclusive.

The Ayres Scale for the Measurement of Hand-writing (Gettysburg Edition) was used as a basis for rating. The children

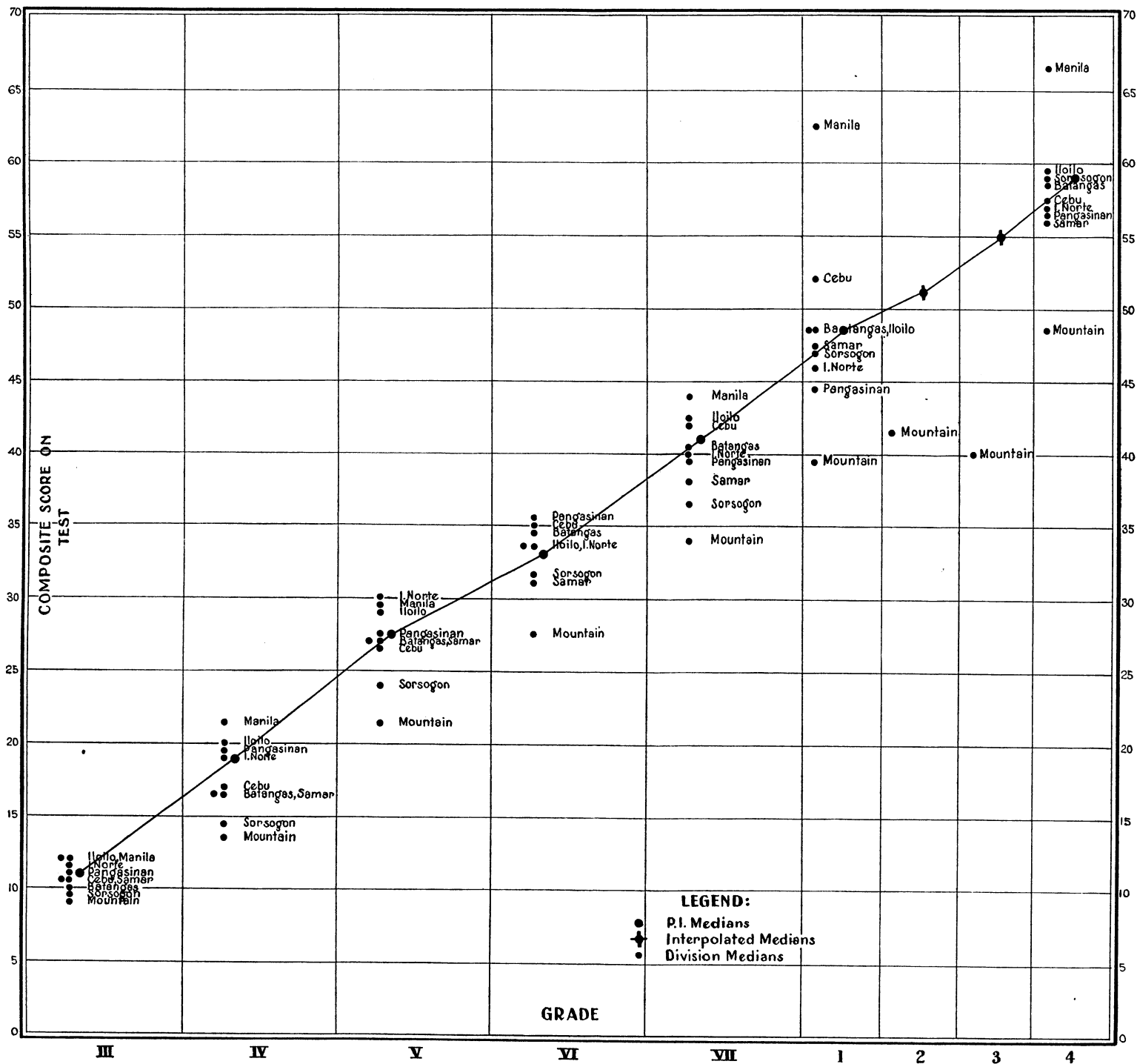


Fig. V.—Relative standing of different divisions and insular schools on the cross-section testing program for the January-March period

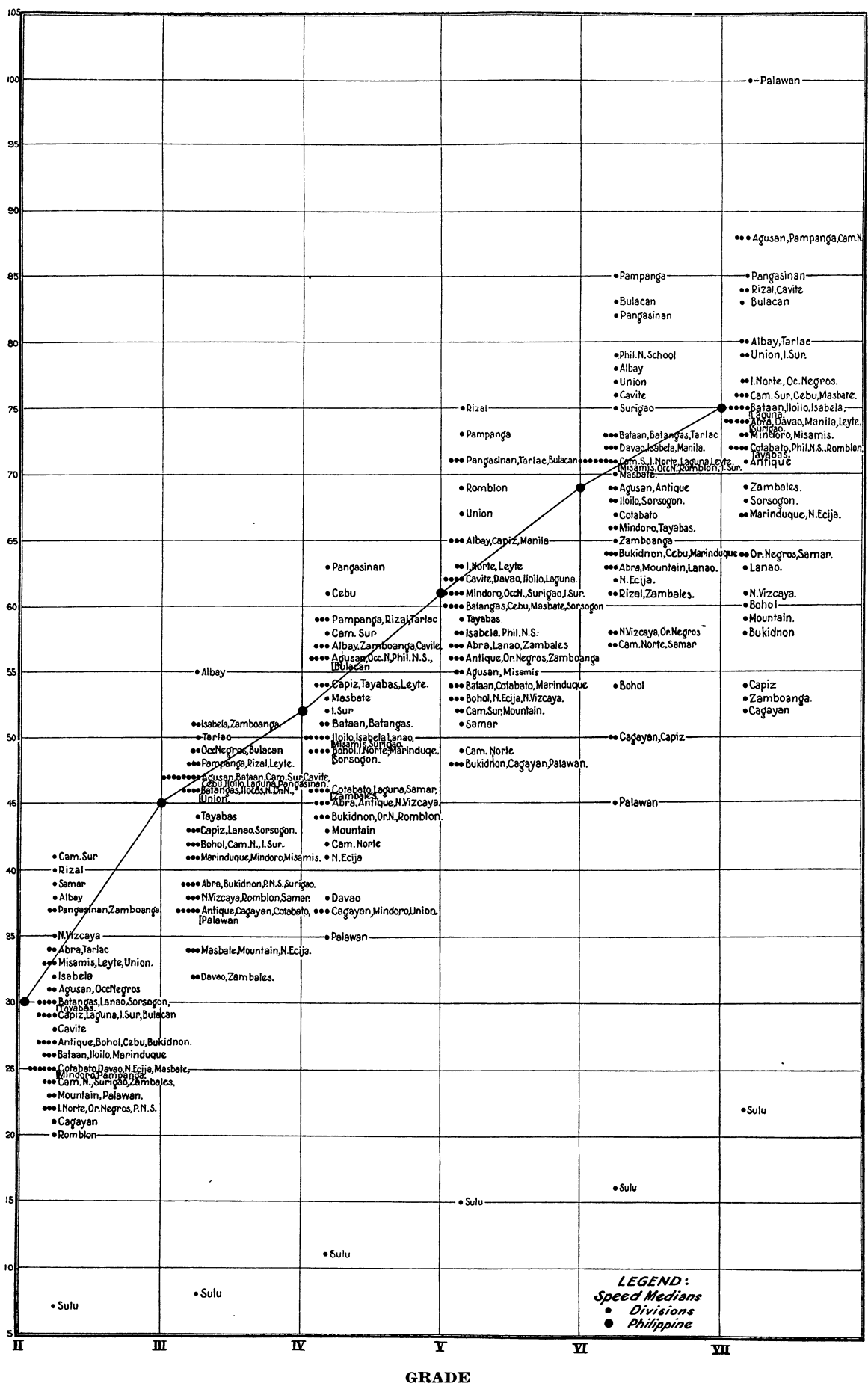


Fig. VII.—Philippine and division medians on speed (Grades II–VII), Philippine public-school handwriting survey on the selection “Philippines, My Philippines” as measured with the Ayres Handwriting Scale (Gettysburg Edition)

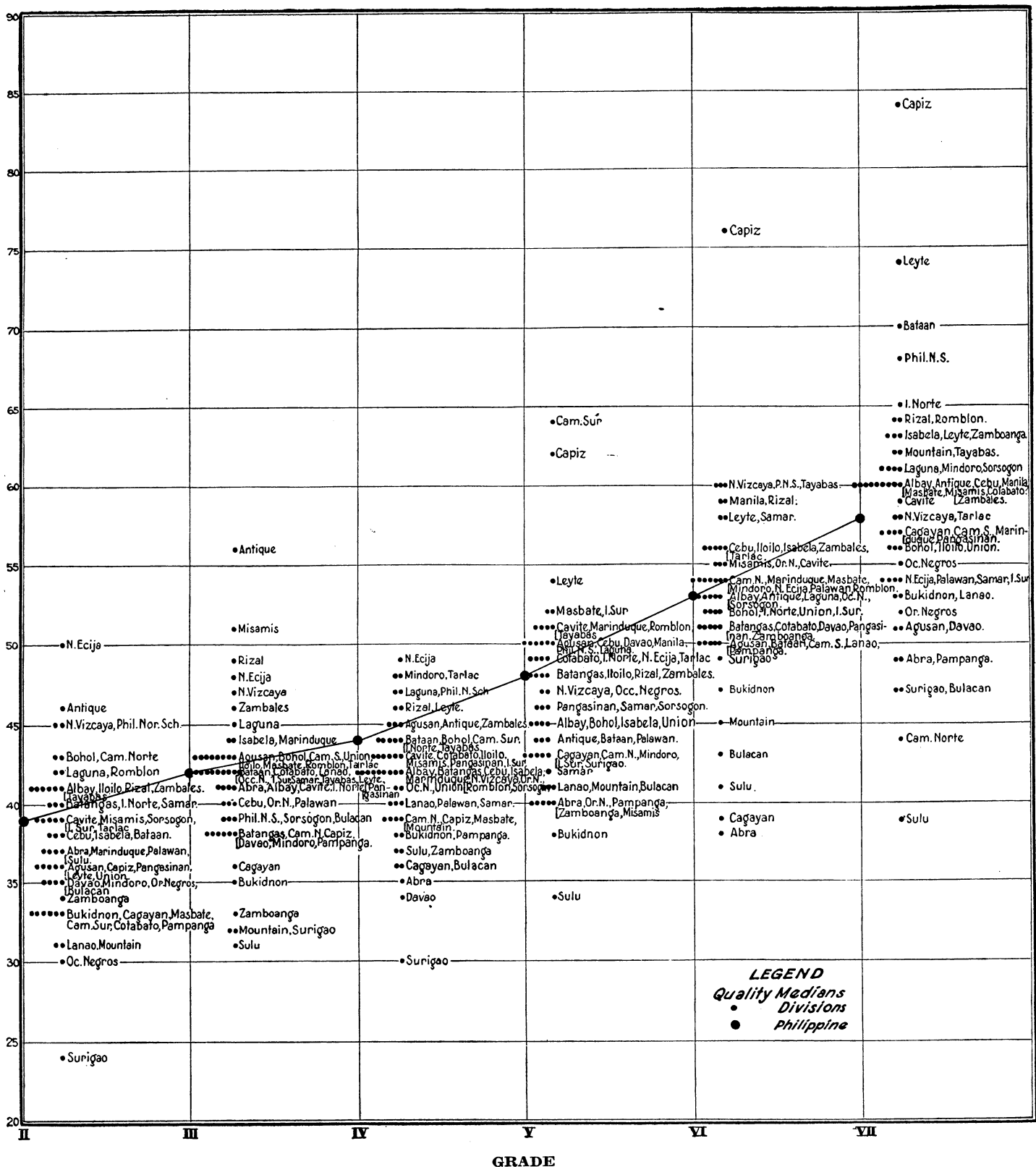


Fig. VIII.—Philippine and division medians on quality (Grades II–VII), Philippine public-school handwriting survey on the selection “Philippines, My Philippines,” as measured with the Ayres Handwriting Scale (Gettysburg Edition)

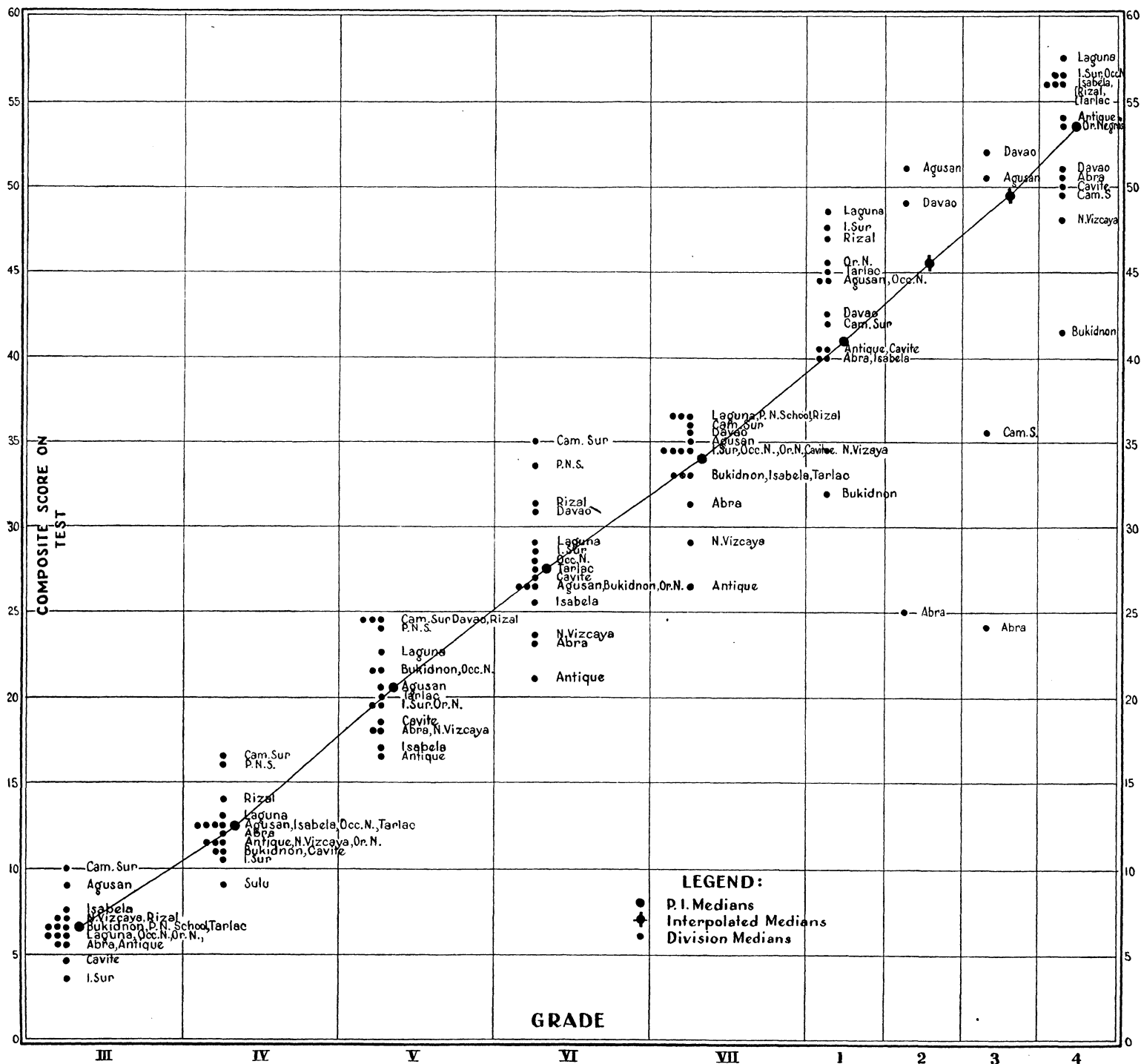


Fig. VI.—Relative standing of different divisions and insular schools on the cross-section testing program for the June-September period

were asked to copy the first stanza of "Philippines, My Philippines" after it had been thoroughly memorized. Division superintendents and their supervisory personnel administered the tests, and teachers rated the test papers. The scores for quality were made as reliable as possible by the repeated, separate, and independent ratings of different judges. The results of this study by grades and divisions are presented in Figures VII and VIII.

These charts present a wide range of achievement, both in speed and in quality, in the different provinces. If presented by grades showing both speed and quality, it is possible to divide the graph into four sections or quadrants, namely: (1) those divisions that have high speed and high quality, (2) those that have high speed but low quality, (3) those that have low speed but high quality, and (4) those that have low speed and low quality. In several instances one can see a sacrifice of speed for quality or vice versa. Capiz and Nueva Ecija may be mentioned as outstanding examples in this particular respect.

A comparison with the Ayres standards of speed and quality is shown in Figure IX with the proper statistical corrections to make the seven-year curriculum comparable with the eight-year.

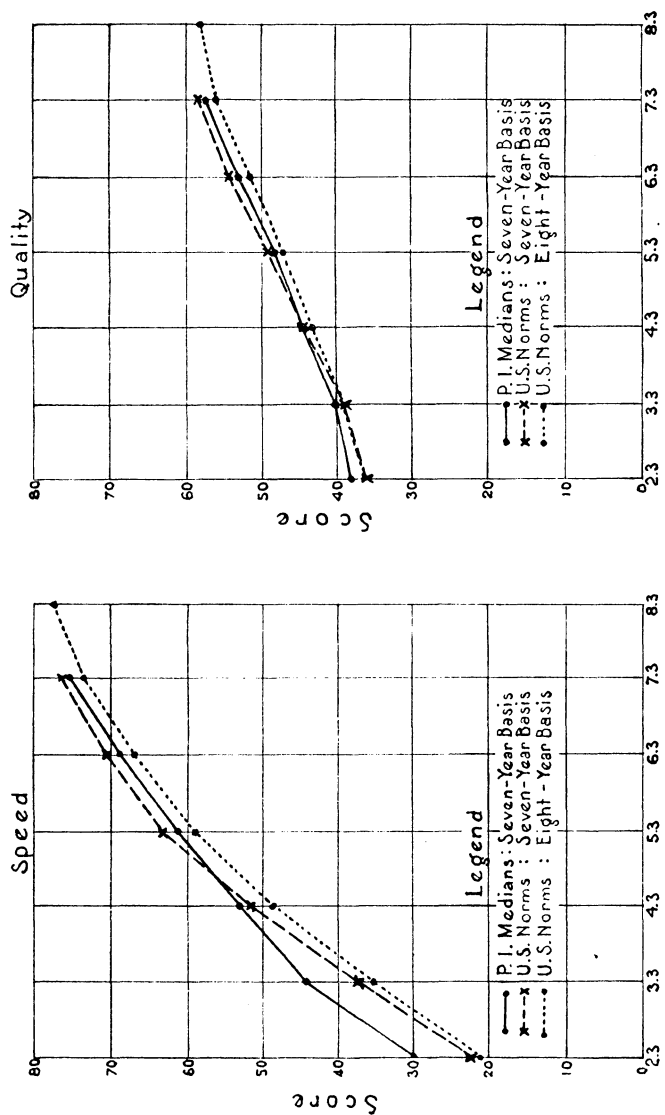
Composition Studies.

Quantitative requirements in English composition for the different grades have been specified from time to time, but no definite standards have been set for the quality of English that our children should write. It remained for the study during the year to determine these qualitative standards, which were set after a fairly extensive survey of the ability of Philippine public-school children to write a fifteen-minute theme on the topics "My Most Interesting Experience" and "The Most Exciting Ride I Ever Had." These were rated with the Hudelson English Composition Scale. The results from the field did not reach the General Office in time to be included in this report.

The Philippine tentative medians are based on the subject "My Most Interesting Experience," and derived from fifty-five hundred compositions selected at random from thirty thousand sample compositions.

Coöperative Studies.

For the promotion of educational research among teachers and supervisors a number of coöperative studies were suggested



Graph Showing Comparative Growth in Speed and Quality of Handwriting between Filipino and American Children as Measured with the Aypes Handwriting Scale (Gettysburg Edition)

Note: "Grade 2.3" indicates Grade II on the third month of the school year; etc.

to the field. The most important of these studies were those that pertained to (1) defective vision, (2) books and magazines in the homes of the pupils, (3) the height and weight of school children, (4) the living conditions of secondary students, (5) spelling difficulties, (6) arithmetical combinations, and (7) mid-year promotions. Most of these studies are discussed elsewhere in this report. Ten divisions and insular schools have submitted partial results on the spelling study; five divisions, partial reports of results of the study of arithmetical combinations. It is hoped that with such coöperative studies as these the content and method of public-school instruction may be improved in the Islands.

Program for 1927

It is proposed for the coming year to devise achievement tests in other elementary and secondary subjects, individual and group intelligence tests patterned after the Binet-Simon intelligence scale and modern group tests, and tests of skill and knowledge in the industrial and vocational subjects. It is further proposed to determine and set actual standards of speed and comprehension in silent reading and attack some of the measurement phases of phonetics and oral reading. An English composition scale and a scale for the measurement of quality and speed in handwriting are also on the program for next year. An attempt will be made to discover the most frequent errors in spelling, grammar, and rhetoric for the purpose of constructing scales in the different phases of English.

VI. PUBLICATIONS

A large number of Bureau of Education publications were issued during 1926. In this connection the following is quoted from the report of one secondary school principal:

" . . . the publications of the General Office during the year 1926 were unusually valuable to principals of secondary schools. It is hoped that the same policy of helping us with suggestions and the results of General Office studies will be continued. We have had standards set, studies suggested and information on many subjects offered in a stimulating and helpful way."

New Courses of Study.

Two courses of study in music—the *Course of Study in Music for Primary Grades* and the *Course of Study in Music for Normal Schools*—were prepared, published, and issued to the field. These courses stress the development of musical talent as a means of recreation and self-expression and as an ennobling influence.

Two new drawing courses of study—the *Course of Study in Drawing for Primary Grades* and the *Course of Study in Drawing for Intermediate Grades*—were prepared and given to the printers and are expected to be off the press in time for use during the 1927 division normal institutes. These courses emphasize the developing of each pupil's power of observation and an artistic appreciation of the everyday scenes of Philippine life. They are intended to promote the development of a strictly Filipino art.

The *Course of Study for Intermediate Grades*, which was first issued in 1925, was revised and reprinted. In addition to corrections and typographical improvements, the methods suggested for the work in silent reading were revised and the work in phonics simplified.

Several normal-school courses were revised, including the *Course of Study in Philippine History and Government for Normal Schools*, the *Course of Study in Arithmetic for Normal Schools*, the *Course of Study in Geography for Normal Schools*, the *Course of Study in Physiology, Hygiene, and Sanitation for Normal Schools*, and the *Course of Study in Reading for Normal Schools*.

Service Manual Revised.

Revision of the *Service Manual*, which contains information and instructions for the guidance of superintendents, teachers, and others in the service of the Bureau of Education, was completed, and the manuscript was in the printers' hands at the end of the year.

Other Publications.

A *Testing Guide or Manual of Directions* was issued for use in the administration of the *Philippine Educational Achievement Tests*, Series A, B, and C, and a similar guide was also in preparation for use with Series D. Series D was a new publication in 1926. There were also reprints of Series A, B, and C, all of which have now been copyrighted.

There were printed and issued to the field in 1926 a total of seventy-five circulars (including twenty-five general instructions), fifty memorandums, twenty-eight academic and six industrial bulletins, and forty-one general letters.

Other publications previously prepared and issued to the field during the year include *Elementary Home Economics* and *School and Home Gardening* (revised). Reprints of *Prose Selections* and *Selected Short Poems* were also received.

The School News Review.

The *School News Review* was edited in the General Office this year, beginning in June. The number of copies printed for each issue was increased from one hundred and twenty thousand to one hundred and sixty thousand. The objectives for the year in this publication were as follows: (1) to promote national unity—there was a geographical article each issue, under the title "Philippines, My Philippines"; (2) to give vocational guidance—there was an article in each issue, under the general heading "Choosing One's Life Work"; (3) to promote interest in agriculture, commerce, and industry; (4) to promote health—"Health Hints" were a feature of each issue; (5) to inform the students and teachers of current educational matters; (6) to promote humane treatment of animals and birds; (7) to help develop a sense of moral values; (8) to give the most important world events, emphasis being placed upon happenings in the Philippines; and (9) to acquaint the students with the vocabulary and organization of newspaper and magazine articles.

VII. PERSONNEL

The Teaching Corps.

In August, 1926, there were a total of 25,175 teachers on duty in the public schools. These teachers are classified in Table 35.

TABLE 35.—*Classification of classroom teachers, principals, and supervisors on duty on August 1, 1926*

Classification	Amer- ican	Insular	Provin- cial	Munic- ipal	Total
Elementary teachers.....	30	168	196	21,669	22,063
Elementary principals.....	2	437	15	700	1,154
Secondary teachers.....	186	375	543	116	1,220
Secondary principals.....	49	49	4	.....	102
Supervisors ^a	21	578	10	27	636
Total.....	^b 288	^c 1,607	768	22,512	25,175

^a Includes supervising teachers, academic and industrial supervisors, and traveling model teachers.

^b Does not include the Director of Education, the Assistant to the Director, and 41 division superintendents.

^c Does not include the Assistant Director of Education and 17 division superintendents.

TABLE 36.—*Number of teachers in each group, 1925 and 1926*

Group	1925	1926
American.....	305	288
Insular.....	1,591	1,607
Provincial.....	589	768
Municipal.....	23,045	22,512
Total.....	25,530	25,175

Provinces May Hire American Teachers.

The number of American teachers that can be employed from insular funds is insufficient to take care of the English work in the secondary schools. A number of Filipino teachers specially trained are also teaching English, but even then it has been necessary to permit a number of other teachers poorly qualified to handle English work. Arrangements were made with the Insular Auditor this year by which provinces may secure the services of additional American teachers from the United States. The arrangement made will enable the different provinces to secure additional teachers whose salaries and travel expenses will be paid from provincial funds.

Qualifications of Filipino Teachers.

In the matter of the general educational qualifications and training of the Filipino teaching personnel, it is interesting to note the progress that has been made the last few years. In 1910, after ten years of the Bureau, only a little over one per cent of the Filipino teachers were high-school graduates. By the end of another ten years, in 1920, a total of 17,234 Filipino teachers were then employed and of this number, 1,990, or about one-ninth, were high-school graduates. This year the number of Filipino teachers employed had increased to 24,887, and of this number, 9,516, or over one-third, were secondary graduates. These facts are brought out in Tables 37 and 38.

TABLE 37.—*Educational qualifications of Filipino teachers on August 1, 1926*

Course completed	Number of teachers completing various courses				Per cent
	Elementary teachers	Secondary teachers	Supervisors, elementary and high school principals	Total	
Grade seven or less.....	4,859	20	244	5,123	20.6
One to three years of a secondary course..	9,758	44	446	10,248	41.2
Secondary course.....	6,311	70	437	6,818	27.4
One to three years college.....	1,032	367	544	1,943	7.8
Four years college or better.....	94	538	123	755	3.0
Total.....	22,054	1,039	1,794	24,887	.....

TABLE 38.—*Educational qualifications of Filipino teachers for 1926 compared with previous years*

Year	Below secondary level		Above secondary level		Total number of Filipino teachers
	Number	Per cent	Number	Per cent	
1910.....	6,929	76.8	109	1.2	9,011
1920.....	10,967	63.6	1,990	11.5	17,234
1921.....	12,748	61.9	2,201	10.7	20,610
1922.....	13,782	58.3	2,860	12.1	23,660
1923.....	12,257	50.2	3,931	16.1	24,407
1924.....	10,657	42.1	5,120	20.2	25,320
1925.....	6,060	24.0	7,798	30.9	25,225
1926.....	5,123	20.6	9,516	38.2	24,887

Of the teachers of low qualifications now in the service, a certain proportion have been retained in spite of their lack of training because of demonstrated efficiency on their part; others who have rendered only fair service but who have shown possibilities of growth have also been retained and have been encouraged to attend summer classes during the long vacation period; and only those teachers are being dropped from the

service who, besides having low qualifications, have rendered unsatisfactory service and have shown little or no desire to grow. Few new teachers were employed this year who were not at least high-school graduates.

The data for the last two years show a gradual increase in the proportion of teachers who have received professional training in teacher-training schools. This fact is brought out in Figure X. As may readily be seen from this figure, much remains to be done in the training of teachers. Present efforts in this direction have already been discussed in Section III.

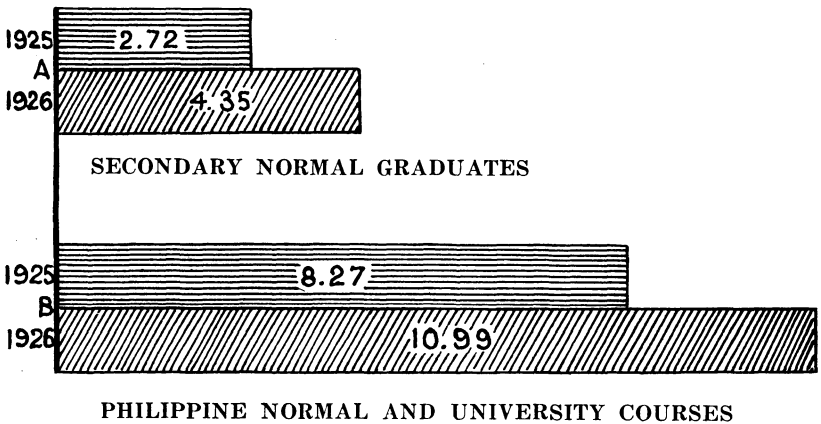


Fig. X.—Percentage of Filipino Teachers, for 1925 and 1926, who have completed the secondary normal course, the Philippine Normal course or one of more years of a college course.

Salaries, Experience, Replacements.

One of the difficulties encountered by the Bureau in its efforts to secure and retain in the service teachers who have satisfactory training is the inadequacy of school revenue to put into effect an attractive salary schedule. A comparison of the 1926 figures with those of 1295 shows some progress in the matter of salaries as is indicated by Tables 39–43, but the general level is still too low. This is one of the chief reasons for the very large annual teacher replacement. Table 44 reveals that almost twenty-seven per cent of our classroom teachers, on August 1, 1926, had one year or less of experience. This makes it difficult to maintain the desired standards. Table 45 shows that the percentage of teacher replacement is growing slightly larger instead of decreasing.

TABLE 39.—*Monthly salaries of Filipino elementary classroom teachers (excluding principals)*

Designation	Salary						Number of teachers	
	1925			1926			1925	1926
	Lowest	Median average	Highest	Lowest	Median average	Highest		
Municipal.....	P20.00	P49.75	P135.00	P28.00	50.26	P140.00	21,480	21,689
Provincial.....	25.00	64.02	165.00	25.00	64.01	110.00	180	196
Insular.....	a 60.00	97.89	200.00	a 70.00	101.41	183.33	217	168

a A temporary teacher in San Lazaro Hospital, Manila, receives P25.

TABLE 40.—*Monthly salaries of Filipino elementary principals*

Designation	Salary						Number of principals	
	1925			1926			1925	1926
	Lowest	Median average	Highest	Lowest	Median average	Highest		
Municipal.....	P34.00	P65.18	b P155.00	P36.00	P71.67	b 155.00	1,436	667
Provincial.....	35.00	71.71	150.00	35.00	87.28	150.00	25	15
Insular.....	a 60.00	100.18	183.00	a 70.00	118.31	233.33	280	437

a A temporary principal in San Lazaro Hospital, Manila, receives P25.

b One elementary principal of municipal rank in Manila receives more than this amount.

TABLE 41.—*Monthly salaries of Filipino supervising teachers, August 1, 1926*

Designation	Salary						Number of supervising teachers	
	1925			1926			1925	1926
	Lowest	Median average	Highest	Lowest	Median average	Highest		
Provincial.....	P70.00	P107.40	P200.00	P70.00	P80.00	P145.00	47	4
Insular.....	70.00	128.18	200.00	70.00	131.22	216.67	402	441

TABLE 42.—*Monthly salaries of Filipino secondary classroom teachers (excluding principals)*

Designation	Salary						Number of teachers	
	1925			1926			1925	1926
	Lowest	Median average	Highest	Lowest	Median average	Highest		
Municipal.....	P58.00	P99.51	P140.00	P48.00	P97.04	P130.00	94	122
Provincial.....	50.00	95.70	166.67	50.00	104.01	166.67	320	543
Insular.....	60.00	129.87	333.33	60.00	136.92	300.00	522	375

TABLE 43.—*Monthly salaries of Filipino secondary principals, August 1, 1926*

Designation	Salary						Number of principals	
	1925			1926			1925	1926
	Lowest	Median average	Highest	Lowest	Median average	Highest		
Provincial.....	P35.00	P71.71	P150.00	P35.00	P87.28	P150.00	6	4
Insular.....	90.00	173.82	333.33	100.00	179.55	333.33	47	49

TABLE 44.—*Teaching experience of Filipino classroom teachers, including principals, on August 1, 1926*

Experience in years	Elementary	Secondary	Total	Percentage
Less than one year.....	3,015	169	3,184	13.86
One year.....	2,896	132	3,028	13.18
Two years.....	2,720	148	2,868	12.49
Three years.....	2,197	113	2,310	10.06
Four years.....	1,748	74	1,822	7.93
Five years.....	1,847	76	1,923	8.37
Six to 10 years.....	5,239	193	5,432	23.65
Eleven to 15 years.....	1,632	67	1,699	7.40
Over 15 years.....	661	41	702	3.06
Total.....	21,955	1,013	22,968	100.00
Median in years.....	4.08	3.49	4.05	.....

TABLE 45.—*Teacher replacement during the year ending August 1, 1925, and that during the year ending August 1, 1926*

Classification	In service		Separated		Percentage of replacement	
	1925	1926	1925	1926	1925	1926
Insular.....	1,591	1,607	155	265	9.74	16.48
Provincial.....	592	768	109	180	18.41	23.53
Municipal.....	23,042	22,512	481	5,321	23.79	23.64
Total.....	25,225	24,887	5,746	5,766	22.78	23.17

Insular Appointments, Resignations, etc.

During the year under review six superintendents were promoted from teaching positions and one reinstated. Fifty-one American teachers were brought over to the Islands from the United States, eight of them by reinstatements and the rest by probational appointment. The number of Americans given temporary appointment in the Islands was thirty-one. The Filipinos engaged in America numbered five, while 326 were appointed to insular positions in the Islands. During the year, the number of separations from insular teaching positions due to diverse causes amounted to about two hundred. Of this figure five are superintendents whose resignations were all due to retirement either under the Osmeña Act or under the Teachers Retirement

Law. The American teachers who resigned numbered one hundred three, of whom sixty-nine were regular. The Filipinos who resigned from insular teaching positions number one hundred ninety-six. Of these resignations, however, some are not, strictly speaking, separations from the teaching service as they are by transfer to the municipal rolls. It is interesting to note that one hundred sixteen teachers have been transferred from the insular to the provincial rolls during the year. This is a healthy sign that the provinces are awakening to the realization that they should bear a greater portion of the expenses of secondary instruction.

After the close of schools in March, 1926, twenty-one American teachers requested permission to go on leave in the United States and six in the neighboring countries. Act 2990 which allows commutation of vacation pay has brought in applications by the hundreds. The amount of paper work incident to this commutation has so increased that the idea of requesting blanket authority to grant this privilege without the necessity of submitting applications therefor is being considered.

Stable Clerical Force Needed.

The problem of securing and maintaining a stable corps of clerks both in the central and division offices remains unsolved. Clerks in the offices of division superintendents are underpaid and as a general rule are receiving lower salaries than corresponding clerks in other provincial offices. This results in dissatisfaction and requests are continuously received for permission to transfer to other bureaus. It is very necessary that division superintendents be given adequate and efficient clerical help in order that they may be relieved from routine work and be free to devote their time to the more important phases of school administration and supervision.

VIII. SCHOOL BUILDINGS AND SITES

Record Appropriations for Buildings.

Under Act 3258 (Public Works Act for 1926), the Philippine Legislature appropriated the sum of ₱1,424,000 for the construction of school buildings as follows:

Agricultural schools.....	₱100,500
Provincial high schools.....	117,000
Normal schools.....	485,000
Provincial trade schools.....	7,000
Elementary schools.....	714,500

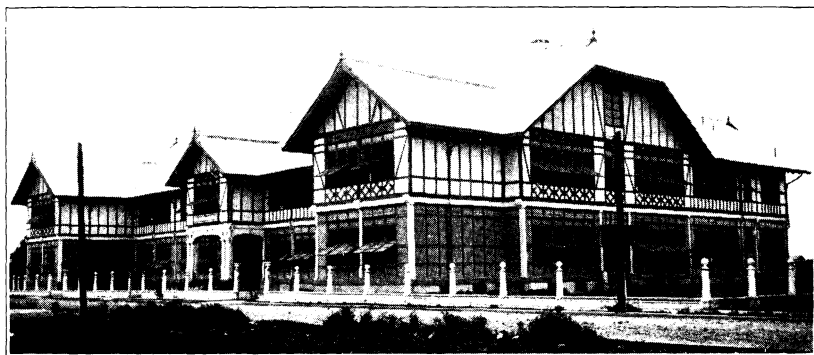
The above appropriations were the largest in the history of the Bureau of Education for any one year and reflect the deep interest taken by the public in bettering school conditions in the Philippine Islands.

New Buildings Completed or Under Construction.

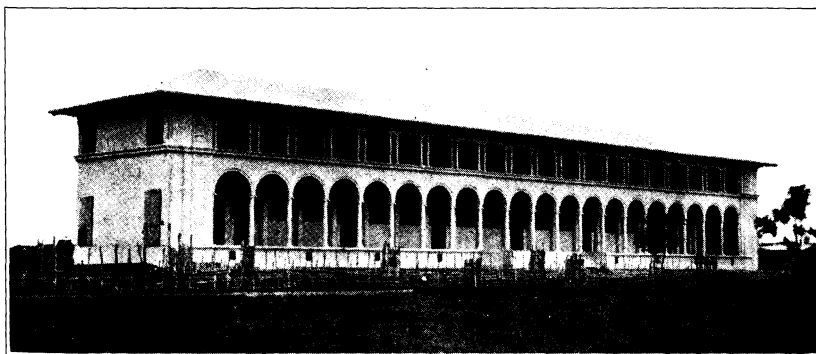
Sufficient funds were appropriated by the Legislature to make it possible to complete the high-school buildings commenced several years ago in the Provinces of Nueva Ecija, Abra, and Isabela. Funds were also appropriated for the construction of a concrete building, Plan No. 10-A, for the provincial high school of Camarines Norte. This building has already been completed and occupied. The appropriation for trade schools was used for the completion of a concrete building in Zamboanga.

The construction of a large number of elementary school buildings was undertaken during the year, the most important being those in the following municipalities:

Municipality	Province
Iriga.....	Camarines Sur.
Altavas.....	Capiz.
Bantayan.....	Cebu.
Laoag.....	Ilocos Norte.
Pototan.....	Iloilo.
Gamu.....	Isabela.
Pagsanjan.....	Laguna.
La Paz.....	Leyte.
Boac.....	Marinduque.
Lubang.....	Mindoro.
Hinigaran.....	Occidental Negros.



New Santa Ana Elementary School building, Manila



New Provincial High School building, Cabanatuan, Nueva Ecija

Municipality	Province
Mabalacat.....	Pampanga.
Urdaneta.....	Pangasinan.
Jones.....	Romblon.
Casiguran.....	Sorsogon.
Tarlac.....	Tarlac.
Alabat.....	Tayabas.
Subic.....	Zambales.

In Pangasinan three concrete buildings for the provincial high school are being built, costing approximately ₱300,000, the bond issue having been approved by the Philippine Legislature last year. New high school buildings will soon be constructed in Ilocos Norte and Occidental Negros from bond issues approved by the Philippine Legislature during the same year. Bond issues were approved during the last session of the Legislature for the construction of school buildings in the provinces of Pampanga, Ilocos Sur, La Union, and Bulacan.

IX. FINANCE

Voluntary Contributions Abolished.

Upon the recommendation of this Bureau and with the concurrence of the Honorable, the Secretary of Public Instruction, His Excellency, the Governor-General on December 22, 1926, issued Executive Order No. 43, s. 1926, prohibiting the collecting of voluntary contributions for the maintenance of elementary classes.

With the increase in the amount of insular aid for elementary schools for 1927, it was believed that these schools could be maintained without such contributions.

As has been pointed out in previous reports, voluntary contributions are manifestly unfair in principle. This method of raising funds places the burden upon a few that should be distributed to all. Also the collection of voluntary contributions is subject to many abuses.

The executive order of the Governor-General on this point is here quoted:

Upon recommendation of the Director of Education concurred in by the Secretary of Public Instruction and in view of the increase of insular aid for elementary schools to the amount of ₱1,000,000 in the current appropriation of 1927, all approvals which have been given prior to this date for the collection of voluntary contributions in any form for the maintenance of elementary schools are hereby cancelled effective January 1, 1927.

This cancellation shall not apply to any approval which has been previously granted for the collection of voluntary contributions for the purchase of school sites or the construction of school buildings.

Earlier in the year instructions had been issued which regulated the operation of classes maintained by voluntary contributions. These instructions provided that no classes maintained by voluntary contributions should be opened in June unless the entire amount needed to continue them for the entire school year was deposited with the municipal treasurer prior to the opening of such classes. This had served to concentrate the work of providing funds into one or two months during the long vacation. The following table shows the amount of contributions collected during the school year 1925-1926.

TABLE 46.—*Voluntary contributions collected during the school year 1925-26*

Form in which received	Amount	Devoted to—	Amount
Money.....	₹823,890.53	Buildings and grounds.....	₹742,960.97
Materials.....	336,331.24	Athletics.....	94,166.60
Labor.....	215,302.12	Salaries.....	318,131.73
Land.....	42,211.65	Libraries.....	117,336.48
Miscellaneous.....	37,540.30	Miscellaneous.....	72,850.93
			109,789.13
Total.....	1,455,275.84	Total.....	1,455,276.84

With the cancellation of all approvals granted for the collection of such contributions so far as they effect the maintenance of elementary schools, the income for municipal-school purposes will be considerably reduced, but at the same time the source of many complaints which have heretofore been made has been permanently removed and school administrators and other officials in the field will also be enabled to plan in advance more or less definitely for the operation of their elementary schools.

School Expenditures.

In 1926 the Insular Government expended for school purposes ₹16,268,742.43, an increase of 6.17 per cent over the insular-school expenditures in 1925. The 1926 school expenditures from provincial and municipal funds are not yet known; but, in view of the employment of many provincial teachers for secondary schools, it is believed that the amount expended from provincial funds exceeded the expenditures in 1925. With regard to municipal-school expenditures, however, indications are that they were practically the same as, if not less than, the 1925 expenditures.

In June, 1926, the insular positions assigned to academic secondary schools were reduced to not more than 20 per cent. of the insular teachers allotted to the various divisions. This step was taken in order to provide as many insular positions as possible for central elementary-school principals. This enables division superintendents to secure normal graduates or candidates with similar or better training for these positions. As a result of this reduction of the number of insular teachers in the academic secondary schools, 550 provincial teachers were assigned to these schools in 1926, an increase of 63.69 per cent when compared with 336 in 1925. Since provincial funds were not enough to pay the salaries of these teachers and other necessary expenses for the maintenance of academic secondary schools, thirty-three provinces had to collect tuition fees from

the students attending such schools, at rates ranging from ₱4 to ₱25 per annum for each student. According to the enrolment for September, 1926, 34,285 students or 59.7 per cent of the total secondary enrolment paid tuition.

As was the case in previous years, municipal funds were very inadequate to provide elementary instruction to all pupils who applied for admission to the public schools. And in spite of the fact that in 1926, 197 municipalities in twenty-seven provinces were granted authority to solicit voluntary contributions for the maintenance of elementary schools, 162 elementary schools were closed and 46,858 elementary pupils were refused admission when schools opened in June.

On account of lack of complete data covering the 1926 governmental expenditures, the figures in Table 47 shows only the 1925 expenditures. These figures are the most accurate that could be obtained from published reports. It is probable that the provincial and municipal expenditures include amounts of insular money included under insular expenditures; the total expenditures, therefore, from provincial and municipal governments appear larger than they really were.

TABLE 47.—*The governmental expenditures for all purposes and the amount and percentage spent for school purposes in 1925*

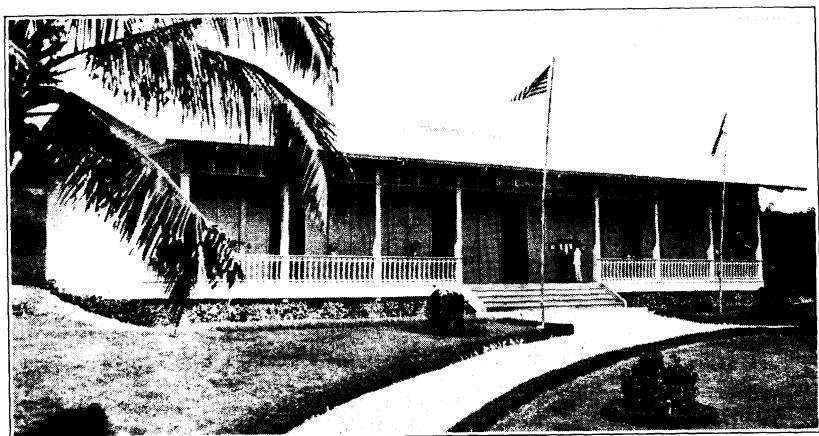
Government	Total expenditures	Expenditures for school purposes	Percentage which school expenditures were of the total expenditures	Percentage which school expenditures of each branch of government were of total school expenditures
Insular.....	68,875,698.73	15,322,761.65	22.25	63.45
Provincial.....	28,903,128.96	^a 3,071,864.55	^b 10.62	12.72
Municipal.....	19,566,052.23	5,753,859.29	29.41	23.87
Total.....	117,344,879.92	24,148,485.49	20.58	100.00

^a Of this amount, ₱106,943.27 were collected through tuition fees paid by students.

^b Excluding the cities of Manila and Baguio, the percentage would be reduced to 6.41 per cent.

Provincial School Fund Recommended.

It will be noted from the foregoing table that the insular expenditures for school purposes were much larger than the combined provincial- and municipal-school expenditures, and that the provincial expenditures for school purposes represent only 10.62 per cent of the total expenditures from provincial funds. A portion of the provincial-school expenditures was paid from



An elementary school of four rooms, constructed according to the Standard Plan No. 10, semipermanent, Sogod, Cebu



Domestic-science building, Mirasol Elementary School, Iloilo, donated by Mr. Alejandro Mirasol

tuition fees which were collected from the students attending the academic secondary schools and were expended with the regular provincial funds. In view of the fact that the secondary schools were able to accommodate but 5.58 per cent of the total school enrolment, and that more than 1,000 secondary students were refused admission in June, 1926, a provincial school fund is again urged in order to provide adequate income for the proper maintenance and improvement of provincial schools.

The absence of such a fund at present results in a great deal of uncertainty in the operation of these schools, most of which are secondary. There is no law which determines the amount of provincial funds that should annually accrue for provincial-school purposes. Such appropriations are made at the beginning of each year by the provincial boards. School officials have no means of knowing the resources that will be at their disposal and are therefore unable to plan their work effectively. Furthermore, as a result of the delay in the long process of getting the provincial budgets finally approved, the appointments of provincial teachers are in many cases unduly delayed. It is no unusual occurrence for a provincial teacher to begin service in June when schools open and not receive his first salary until September or October.

New Sources of Revenue Necessary.

It will also be noted that the municipal governments used for school purposes a larger share of their total expenditures than either the insular or provincial governments. A considerable portion of these municipal-school expenditures, however, was paid from voluntary contributions the collection of which had to be resorted to by 197 municipalities in 27 provinces in order to prevent the closing of many elementary schools. Inasmuch as all approvals given for the collection of voluntary contributions for the maintenance of elementary schools have been cancelled, effective January 1, 1927, by Executive Order No. 43, s. 1926, the percentage of municipal school-expenditures will be greatly reduced unless other sources of municipal revenue are provided.

The recommendation made for years by this Bureau that legislation be passed whereby provinces and municipalities may be authorized to levy additional taxes exclusively for school pur-

poses is again urged. It will not be possible to maintain high educational standards unless sufficient funds are available to pay the salaries of trained teachers, to construct adequate buildings, to purchase modern equipment, and to meet other necessary school expenses.

It will be noted from the following table that the increases in the insular- and the provincial-school expenditures in 1925 were not sufficiently large to offset the decrease in the municipal-school expenditures. The increase of one-tenth per cent in in-

TABLE 48.—*The school expenditures from all governmental sources in 1924 and 1925 and the percentage of increase or decrease in the expenditures from each source.*

Government	Expenditures 1924	Expenditures 1925	Percentage of increase or decrease
Insular.....	P15,307,445.76	P15,322,761.65	+0.10
Provincial.....	2,909,016.32	3,071,864.55	+5.60
Municipal.....	6,313,078.47	5,753,859.29	-8.86
Total.....	24,529,540.55	24,148,485.49	-1.56

sular-school expenditures may be traced to the larger amount of insular aid for permanent improvements released in 1925 than in 1924, while the increase of 5.6 per cent in provincial-school expenditures was made possible by tuition charges.

Per Pupil and Per Capita Costs.

There was a slight increase in the expenditure per pupil, largely as a result of improved standards, but the expenditure per capita declined, as indicated in Table 49.

TABLE 49.—*Total governmental expenditures for school purposes, per capita and per pupil for five years*

Year	Total expenditures	Per cent of increase (+) or decrease (-)	Expenditure per capita ¹	Expenditure per pupil ²
1921.....	22,301,718.29	.....	2.08	21.30
1922.....	22,068,939.58	- 1.05	2.02	20.55
1923.....	22,202,532.49	+ 0.60	2.01	19.97
1924.....	24,529,540.55	+10.48	2.18	22.07
1925.....	24,148,485.49	- 1.55	2.12	22.75

¹ Expenditures per capita are figured on the basis of the total population estimates as supplied by the Philippine Health Service.

² Expenditures per pupil are figured on the basis of the annual enrolment for September.

The Need for More Funds.

On the basis of the September monthly enrolment only 34.86 per cent of the estimated school population was accommodated in the public schools. Thus it may be seen that the Government has so far failed to provide thousands of prospective citizens with the educational opportunities essential to individual and national intelligence and welfare. And when it is considered that educational standards are to-day far higher than they were a few years ago, a factor which increases still further the expenditures for schools, the need for more funds is very evident.

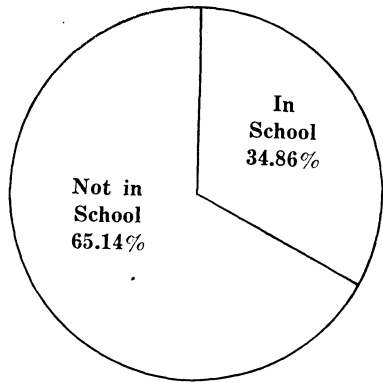


Fig. XI.—Percentage of children of school age enrolled in schools under the Bureau of Education in September, 1926.

X. SCHOOL LEGISLATION

LEGISLATION ENACTED

Provision for Building Construction.

A number of bills dealing with school matters were introduced and approved by the last session of the Legislature. Of these, Act 3296 legalizes the transfer of twenty-eight thousand pesos from the provincial-jail fund, which was appropriated by Act 2807, to the provincial high-school project of Surigao. With the aid of this amount, the present high-school building in Surigao was completed in 1925.

Acts Nos. 3278, 3282, and 3331 approve the issuance of bonds for the Provinces of Ilocos Sur, Pampanga, and Bulacan, respectively. The construction of high-school buildings in Ilocos Sur and Pampanga is provided for in Acts Nos. 3278 and 3282. Act 3331 will enable the Province of Bulacan to construct additional rooms for its present high-school building.

Other bills were presented for the issuance of bonds by provinces and municipalities for the purpose of raising funds for the construction of buildings. Many of these bills were not acted upon. Instead Act 3335 was passed. This Act appropriates the sum of ₱3,500,000 for a reimbursable "Loan Fund" which shall be invested in loans to provinces, municipalities, and chartered cities for the construction or acquisition of permanent public improvements and for the payment of the provincial or municipal share of the cost of duly authorized cadastral surveys, under certain conditions. A Loan Board of which the Secretary of Finance is chairman was also constituted to look after the investment of the funds.

In accordance with the practice of the Legislature since the third session of the Sixth Legislature, the distribution of the amounts intended for public works was made by the legislators themselves. Act 3341, as approved, carries items amounting to ₱1,038,500 for elementary-school buildings in addition to other school projects. An additional fund of one-million pesos to be distributed for the maintenance of elementary schools was approved in the Appropriation Act for 1927. Act 3340 prescribes

the manner in which the insular aid for the maintenance of elementary instruction shall be distributed to the provinces and municipalities.

Act 3285 refers to the establishment of special summer classes for students and pupils who failed to pass their respective grades the preceding school year. This Act makes it optional with the Department of Public Instruction as to whether or not these classes shall be opened.

In connection with the literacy campaign of the National Supreme Council, the Legislature also enacted a bill authorizing the Director of Education to issue regulations for the use, free of charge, of the public-school buildings throughout the Philippines. This bill is now Act 3288.

Fund Provided to Help Develop Educational Leaders.

Act 3290 appropriates the sum of fifty thousand pesos to meet the amount of salaries, traveling expenses, and other incidental expenses incurred in sending and maintaining not more than six representatives during any one year to pursue, in America or other foreign countries, advanced professional training or special study and investigation for the benefit of Philippine educational work. This Act authorizes the Secretary of Public Instruction to select, appoint, and maintain such representatives from personnel actually employed by the Department in educational work. It also provides that at least one representative shall be assigned to agricultural education, trade or other industrial education, teacher-training work, administration, tests and measurements, child accounting, and such other lines of educational activities as may be deemed advisable and necessary in educational leadership.

LEGISLATION DESIRED

The Legislature has been more than generous in making appropriations for school purposes from the funds available. However, in view of the fact that approximately two-thirds of the children of school age are out of school and that the schools in operation at present are below standard in many respects, legislation is urgently needed by the Bureau of Education to increase the funds—insular, provincial, and municipal—which may be used for educational purposes. More and better normal schools to increase the professional training of the teaching personnel; more and better school buildings and equipment to improve classroom instruction; and better remuneration for teachers to attract and retain the efficient and deserving ones in the service would

claim first consideration in any increase of funds. Again, there is the pressing problem, delay in the solution of which is certain to effect the social well-being, of providing school facilities for every one of the 2,000,000 children now out of school. Certainly no legislation can be more vital to the people of the Philippines than that which would provide more funds to give every child his birth right, a free and sound elementary education.

Suggested Legislation.

To secure the increase in funds necessary to carry out the work discussed above, the following legislation has been recommended and is again proposed for consideration:

1. Permitting municipalities and provinces to raise, for school purposes, the real-property tax and the real-estate tax;
2. Permitting municipalities and provinces to increase the cedula tax;
3. Permitting municipalities to create for school purposes new taxes other than the taxes already specified in section 2243 of the Administrative Code;
4. Making use of the following taxes as sources of school revenues:
(a) income tax, (b) inheritance tax, (c) luxury tax;
5. Fixing a provincial-school fund that would provide a definite source of annual revenue; and
6. Providing permanent annual support for the extension and proper maintenance of the vocational schools, specially the normal schools, the agricultural schools, and the trade schools.

Attention is specially invited to the fact that the first three measures recommended above are permissive in character. As such they would make a direct appeal to the pride and the interest of the community in its schools. A community that desires more and better school facilities would have the remedy in its own hands. It would have the choice of making a greater sacrifice to give the best that is possible for the education of the children or being content with inferior and inadequate school facilities.

APPENDIXES

Appendix A.—ADMINISTRATIVE AND SUPERVISORY STAFF

December 31, 1926

THE DIRECTORATE

LUTHER B. BEWLEY, Director

GABRIEL R. MAÑALAC, Assistant Director

GENERAL OFFICE STAFF

GEORGE R. SUMMERS, Assistant to the Director

JOSE A. DE KASTRO, Chief Clerk

ACADEMIC DIVISION

O. H. CHARLES, Chief of the Academic Division.^{1 2}

J. SCOTT MCCORMICK, Supervisor of Elementary Instruction.^{1 7}

Miss MARY E. POLLEY, Supervisor of Normal Schools.¹

MANUEL L. CARREON, Chief of Measurement and Research Section.¹

NEMESIO L. AGUNOD, Assistant, Measurement and Research Section.

Mrs. PETRONA RAMOS, Supervisor of Music.

Mrs. ELLA LILLIBRIDGE BARRON, Supervisor of English.⁴

BRYTON BARRON, Acting Editor.³

FRANCISCO ANDRES, Chief of the Stenographic Section.

PRUDENCIO M. LIM, Librarian.

BENITO LEUTERIO, Chief of the Statistical Section.

INDUSTRIAL DIVISION

GILBERT S. PEREZ, Acting Chief of the Industrial Division.^{1 5 6}

MIGUEL GUERRERO, Assistant Chief.⁸

Miss ELVESSA A. STEWART, Supervisor of Home Economics.

¹ With rank of division superintendent.

² O. H. Charles was appointed Chief of the Academic Division effective July 7, 1926, relieving J. Scott McCormick.

³ Bryton Barron was appointed Assistant Editor effective June 6, 1926, and later designated Acting Editor effective July 11, 1926, relieving Miss Nell Blythe Waldron.

⁴ Mrs. Ella Lillibridge Barron was appointed Assistant Editor effective July 13, p. m., 1926.

⁵ Also Superintendent of Agricultural Education.

⁶ Gilbert S. Perez was appointed Acting Chief of the Industrial Division effective June 7, 1926, relieving Charles A. Blue.

⁷ J. Scott McCormick acted as Chief of the Academic Division from January 2 to July 5, 1926.

⁸ Miguel Guerrero acted as Chief of the Industrial Division from February 23, 1928, until the appointment of Gilbert S. Perez.

ACCOUNTING DIVISION

MARIANO G. DEL ROSARIO, Chief Accountant.
 MARIANO R. LIM, Chief of the Service Section.
 LUIS MENESES, General Audit Clerk.
 JACINTO ATANACIO, Cashier and Disbursing Officer.
 ANASTACIO SALVADOR, Chief Bookkeeper.
 ALFONSO PEREZ, Chief of the Pension Section.¹

PROPERTY DIVISION

ALBERTO DALUSUNG, Property Officer.
 SANTOS SAGAYADAN, Property Audit Clerk.
 CIRILO ABELLA, Storekeeper.
 CELERINO NAVARRO, Chief of the Requisition Section.
 ARTHUR E. McCANN, Clerk-Custodian, Teachers Camp.

RECORDS DIVISION

A. MAXIMIANO RAZON, Chief of the Records Division.
 NICASIO PAGUINTO, Assistant Chief.
 FERNANDO M. CAMACHO, Chief Searcher.

FIELD STAFF

Superintendents of School Divisions

Name	Station
CECILIO PUTONG	Abra
ELBERT O. PARKER	Agusan
SAMUEL J. WRIGHT	Albay
VENANCIO NEBRIDA	Antique
FERNANDO V. BERMEJO	Bataan
CARMELO P. QUINTERO	Batanes
CELEDONIO SALVADOR	Batangas
FRANK L. MEINKE	Bohol
WILLIAM H. PICKELL	Bukidnon
DANIEL E. CLANCY	Bulacan
EDDY S. MERRITT (Acting)	Cagayan
VICENTE GARCIA	Camarines Norte
ERNEST SCHAFFNER	Camarines Sur
WILLIAM R. HAMME ²	Capiz
B. FIELDEN NUTTER ³	Cavite
J. J. HEFFINGTON	Cebu
EDWARD M. KUDER (Acting) ⁴	Cotabato
M. A. MAXEY	Davao
JAMES E. McCALL ⁵	Ilocos Norte

¹ Also secretary of the Pension and Investment Board.

² Reinstated on June 4, 1926.

³ Returned from United States leave December 1, 1926.

⁴ Appointed acting division superintendent July 1, 1926.

⁵ Returned from United States leave October 31, 1926.

Superintendents of School Divisions—Continued

Name	Station
JAMES M. SWARTZ.....	Ilocos Sur
ROBERT CLAUSEN.....	Iloilo
JOHN H. MANNING BUTLER.....	Isabela
BRUCE M. BOYERS (Acting) ⁶	Laguna
HARRY L. CASH.....	Lanao
FREDERIC J. WATERS.....	Leyte
FLORENTINO CAYCO (Assistant) ⁷	Manila
SANTIAGO DUMLAO.....	Marinduque
ESTANISLAO R. LOPEZ (Acting) ⁸	Masbate
CENON MONASTERIAL.....	Mindoro
QUINCE E. RICHARDSON (Acting) ⁹	Misamis
JOHN C. EARLY.....	Mountain
CHARLES V. CLINE.....	Nueva Ecija
THOMAS J. MCQUAIDE ¹⁰	Nueva Vizcaya
ARTHUR C. WITTMAN.....	Occidental Negros
R. E. SPENCER.....	Oriental Negros
JUSTO RAMOS.....	Palawan
ADAM C. DERKUM.....	Pampanga
EDWARD J. MURPHY.....	Pangasinan
PRUDENCIO LANGCAUN.....	Rizal
CEFERINO PURISIMA (Acting) ¹¹	Romblon
J. W. LIGHT.....	Samar
JOHN H. MCBRIDE, Jr. ¹²	Sorsogon
CARL M. MOORE.....	Sulu
ARCHER B. PARHAM (Acting) ¹³	Surigao
ARTHUR G. SPILLER.....	Tarlac
LEODEGARIO VICTORINO.....	Tayabas
BENITO PAÑGILINAN.....	Union
GABINO TABUÑAR (Acting).....	Zambales
JOHN F. BROWN.....	Zamboanga

Superintendents of insular schools

Name	School
ROY K. GILMORE.....	Philippine Normal School.
ROBERT L. BARRON.....	Philippine School of Arts and Trades.
CARL RYDELL ¹⁴	Philippine Nautical School.
SYLVESTER C. KELLEHER.....	Central Luzon Agricultural School.

⁶ Appointed acting division superintendent July 1, 1926.⁷ Acting superintendent of city schools during the leave of absence of H. A. Bordner.⁸ Appointed acting division superintendent August 31, 1926.⁹ Appointed acting division superintendent June 1, 1926.¹⁰ Returned from United States leave January 14, 1926.¹¹ Appointed acting division superintendent July 1, 1926.¹² Returned from United States leave December 14, 1926.¹³ Appointed acting division superintendent July 1, 1926.¹⁴ On United States leave from June 16 to December 26, 1926. Hugh Lloyd acted as superintendent during his absence.

*Superintendent unassigned*RODERICK G. McLEOD¹⁵*Superintendents on leave*

H. A. BORDNER, since December 1, 1926.

DWIGHT W. HIESTAND, since July 1, 1926.

ARNOLD E. BARTLETT, since June 5, 1926.

ANTONIO NERA, since December 24, 1926.

FREDERICK G. ROTH, since April 18, 1926.

SALUSTIANO VIBAR, since August 22, 1925.¹⁶*Superintendents who resigned during the year*

ROY D. BENNETT, resigned effective July 5, 1926. Retired under Act 3050.

CHARLES A. BLUE, resigned effective February 27, 1926. Retired under Act 2589.

QUIRINO SAN BUENAVENTURA, resigned effective March 8, 1927. His last day of service was October 31, 1926. Retired under Act 3050.

LEWIS P. WILLIS, resigned effective April 4, 1927. His last day of service was November 30, 1926. Retired under Act 3050.

NORTH H. FOREMAN, resigned effective November 6, 1925. Retired under Act 3050.

Principals of special schools

Miss BELLE MURPHY, Philippine School of Commerce, Manila.

Miss JULIA HAYES, School for the Deaf and the Blind, Pasay, Rizal.

Miss ELIZABETH G. FLAGG, American Central School, Manila.

Principals of general-course high schools

Name	Station
RICARDO CASTRO.....	Abra
SIMEON VALE (Acting).....	Agusan
LYLE G. JAMES (Acting).....	Albay
SIXTO C. PALAYPAY.....	Albay—Virac Sub. High School
ANIANO TOLENTINO.....	Antique
AQUILINO L. CARIÑO.....	Bataan
ANTONIO F. ASCAÑO.....	Batanes
ARTHUR T. HEIDENREICH.....	Batangas
FAYETTE S. MYERS.....	Bohol
MAXIMO F. GIMENEZ.....	Bukidnon
JAMES A. MILLING (Acting).....	Bulacan
CYRUS A. KNUTSON.....	Cagayan
ILDEFONSO SANTOS.....	Camarines Norte
RUSSEL G. SHOLES.....	Camarines Sur
JOHN D. STUMBO.....	Capiz
Miss INEZ E. CRAWFORD.....	Cavite
LANDIS DONER (Acting).....	Cebu
LAZARO MILAOR (Provincial).....	Cotabato

¹⁵ Returned from leave December 24, 1926.¹⁶ Salustiano Vibar was sent to the United States as a pensionado of the Government of the Philippine Islands.

Principals of general-course high schools—Continued

Name	Station
ADOLFO CASCOLAN.....	Davao
ROSCOE E. LAUTZENHISER.....	Ilocos Norte
KING W. CHAPMAN.....	Ilocos Sur
ANGEL M. INSTRELLA.....	Ilocos Sur—Tagudin High School
JOHN M. McMULLIN.....	Iloilo
DONATO B. BOADO.....	Isabela
Miss C. AMY JACKSON.....	Laguna
Mrs. FLETA R. CASH (Acting).....	Lanao
Mrs. D. MARIE SELSOR.....	Leyte
JAMES P. BURNS.....	Manila—West High School
Mrs. MABEL R. CARLSON.....	Manila—North High School
RAYMOND H. STEFFENS (Acting).....	Manila—South High School
JOHN J. CARL.....	Manila—East High School
DAVID E. ORDOÑEZ (Acting).....	Marinduque
ALFONSO VILLAFLORES.....	Masbate
AURELIO P. ARGUELLES.....	Mindoro
JESSE W. RATCLIFFE (Acting).....	Misamis
RICHARD B. PATTERSON (Acting).....	Mountain
CECIL D. RAINEY (Acting).....	Nueva Ecija
GLENN ARTHUR LEHMANN (Acting).....	Nueva Vizcaya
ARTHUR I. STICKEL.....	Occidental Negros
Mrs. PEARL F. SPENCER.....	Oriental Negros
BERNARDINO P. SANTOS.....	Oriental Negros—Siquijor
NORBERTO DEVERA.....	Palawan
HUGH P. COOPER (Acting).....	Pampanga
ESTEBAN R. ABADA.....	Pangasinan
ORVILLE A. BABCOCK.....	Rizal
JOSE C. AGUILA (Acting).....	Romblon
GREGORIO LARDIZABAL.....	Samar
IRL B. WARNOCK (Acting).....	Sorsogon
LOUIS H. LISK.....	Sulu
JAMES J. FENTON (Acting).....	Surigao
HARRY ELMER MOORE.....	Tarlac
OLIVER Z. STOUT.....	Tayabas
ANTONIO A. MACEDA.....	Union
INDALECIO MADAMBA.....	Zambales

Principals of normal schools

Miss ISABELLA BAXTER (Acting).....	Albay
FLORENTINO KAPILI.....	Camarines Sur
Miss WILMA O. SPICER.....	Cebu
Mrs. MAMIE LAUTZENHISER.....	Ilocos Norte
FEDERICO PIEDAD.....	Ilocos Sur
Mrs. GENEVIEVE S. CLAUSON (Acting).....	Iloilo
VENANCIO TRINIDAD.....	Pangasinan
GEORGE W. VAN HEE ¹	Zamboanga

¹ Principal of both the high school and normal school.

Principals of trade schools¹

Name	Station
JOSE RUIVIVAR.....	Albay
ISAIAS MACLANG.....	Batangas
LUCIANO BORJA.....	Bohol
GONZALO VILLAVERDE.....	Bulacan
MELECIO BULAN.....	Cagayan
DOROTEO FEDERIS.....	Camarines Sur
JOSE SEVILLA.....	Cebu
PASCUAL MAGCAMIT.....	Ilocos Norte
EULOGIO JAVIER.....	Ilocos Sur
CONSTANCIO SIMPAS.....	Iloilo
VICTOR REYES (Acting).....	Leyte
TEODORO SENADOR.....	Oriental Negros
DOMINGO AVIADO.....	Pampanga
MARTIN MENDOZA.....	Pangasinan
CANDIDO FORNILLOS.....	Samar
NICANOR OCA.....	Sorsogon
ALEJANDRO M. NAVARRO.....	Tarlac
CATALINO CALICA.....	Union
VICENTE MACAIRAN (Provincial).....	Zamboanga

Principals of agricultural schools²

Name	School	Division
Jose A. Reyna.....	Langangilang Agricultural School.....	Abra
Manuel Fiojo (Provincial).....	Bunawan Agricultural School.....	Agusan
Sabino Q. Ami (Provincial).....	Bukidnon Agricultural School.....	Bukidnon
Victor Obiefias.....	Camarines Agricultural School.....	Camarines Sur
Frederick V. Doherty.....	Piang Agricultural School.....	Cotabato
Eugenio Celis (Provincial).....	Mampising Agricultural School.....	Davao
George I. Smith.....	Lumbatan Agricultural School.....	Lanao
Washington A. V. Wiren.....	Baybay Agricultural School.....	Leyte
James Arthur Wright.....	Trinidad Agricultural School.....	Mountain
Francisco Perez.....	Aborlan Agricultural School.....	Palawan
Mauricio Lazo.....	Pampanga Agricultural School.....	Pampanga
Felipe O. Cevallos.....	Catarman Agricultural School.....	Samar
William S. Price.....	Lepak Agricultural School.....	Sulu

Principals of farm schools

Pedro Hizon.....	Guinobatan Farm School.....	Albay
Juan I. Neric.....	Kalatagan Farm School.....	Albay—Catanduanes
Camilo Zarate.....	Capiz Farm School.....	Capiz
Simeon Madiangsay.....	Indang Farm School.....	Cavite
Eladio Torres.....	Batac Farm School.....	Ilocos Norte
Mariano Carrancho.....	Santa Maria Farm School.....	Ilocos Sur
Mariano Manaligod.....	Isabela Farm School.....	Isabela
Luis J. Dangilan (Acting).....	Nueva Vizcaya Farm School.....	Nueva Vizcaya
Generoso Frigillana.....	San Carlos Farm School.....	Pangasinan
Florencio Bagui.....	Odlogan Farm School.....	Romblon
Pedro Pamplona.....	Iba Farm School.....	Zambales

Academic supervisors

Name	Station
AUGUSTO FLORES ³	Abra
AGUSTIN PAÑARES.....	Agusan
PACIFICO BUENCONSEJO.....	Albay

¹ The Philippine School of Arts and Trades in Manila is under a superintendent.² The Central Luzon Agricultural School at Muñoz, Nueva Ecija. is under a superintendent.³ Also industrial supervisor.

Academic supervisors—Continued

Name	Station
Miss MARIA MUSNI (Asst.).....	Albay
SANCHO PAULINO (Acting).....	Antique
TORIBIO DAVID ¹	Bataan
JUAN B. GONZAGA.....	Batangas
GASPAR SUGUITAN.....	Bohol
BENITO GATAL (Acting).....	Bukidnon
JOSE CATINDIG.....	Bulacan
EULALIO B. ALFONSO.....	Cagayan
FLORENTINO CADIZ ¹	Camarines Norte
JOSE R. SUAREZ.....	Camarines Sur
BENIGNO ALDANA (Acting).....	Capiz
CIRILO FAYLONA.....	Cavite
MACARIO NAVAL.....	Cebu
ABDON JAVIER.....	Cotabato
PEDRO MADERAZO (Acting).....	Davao
GONZALO GUZMAN.....	Ilocos Norte
MARCELINO L. VILLAMIL.....	Ilocos Sur
VENANCIO NERA.....	Iloilo
PATRICIO GOZUM (Acting).....	Isabela
Mrs. ADELA M. LECAROS.....	Laguna
RUFINO FARIN.....	Lanao
ANDRES BATICA.....	Leyte (East)
BERNARDO TORRES (Acting).....	Leyte (West)
Mrs. VISITACION C. GONZALES.....	Manila
EDUARDO LAGMAN ¹	Marinduque
JOSE V. AGUILAR (Acting).....	Masbate
CIPRIANO V. ALBERTO.....	Mindoro
FILOMENO M. BAUTISTA.....	Misamis
NICOLAS L. MENDOZA.....	Mountain
RAFAEL SARMIENTO.....	Nueva Ecija
AMBROSIO BELMONTE.....	Nueva Vizcaya
MARTIN AGUILAR, Jr.....	Occidental Negros
JUANITO CALUMPANG.....	Oriental Negros
ESTEBAN L. JOSE (Acting).....	Palawan
ELISEO TAYAO.....	Pampanga
ROQUE LOMIBAO.....	Pangasinan
SIMEON P. CANTO.....	Pangasinan
ESTANISLAO T. TIRONA.....	Rizal
HOSPICIO EXMUNDO ¹	Romblon
NARCISO T. VILLAS.....	Samar
FORTUNATO M. SEVILLA.....	Samar
GREGORIO DIMAANO.....	Sorsogon
ALFREDO P. SHAPIT ¹	Surigao
HILARIO S. MERCADO.....	Tarlac
GREGORIO ELEAZAR.....	Tayabas
VICENTE LAVIDES (Asst.).....	Tayabas
EUSTAQUIO DE GUZMAN.....	Union
GABRIEL SALGADO (Acting).....	Zambales
ISABELO TUPAS (Acting).....	Zamboanga

¹ Also industrial supervisor.

Industrial supervisors

Name	Station
AUGUSTO FLORES ¹	Abra
FAUSTINO SABILE	Albay
Miss FELISA FRANCISCO (Asst.)	Albay
MOISES S. DE GRANO	Agusan
SEVERO ENCARNACION	Antique
TORIBIO DAVID ¹	Bataan
LAZARO MALABANAN	Batangas
Miss VICTORIA CIUDADANO (Asst.)	Batangas
HIPOLITO PARAGUYA	Bohol
Miss ROSARIO DOBLADOS (Asst.)	Bohol
ANASTACIO LIMBO	Bukidnon
SERGIO Z. CESPEDES	Bulacan
TEODORICO TAGUINOD	Cagayan
Miss PETRONA MACADAEG (Asst.)	Cagayan
FLORENTINO CADIZ ¹	Camarines Norte
FROILAN LLAGAS	Camarines Sur
Mrs. DAMIANA M. RAVANERA (Asst.)	Camarines Sur
ELVIRO BERNAS	Capiz
Miss JULIA NER (Asst.)	Capiz
LUIS LITONJUA	Cavite
Miss MERCEDES SANTIAGO (Asst.)	Cavite
TEOPISTO BRIONES	Cebu
Miss VICENTA ARMILLA (Asst.)	Cebu
ALBERTO R. BARLAAN	Cotabato
GUILLERMO CARIÑO	Davao
GIL RAVAL	Ilocos Norte
SEVERO CARDENAS	Ilocos Sur
Miss CIRILA AGATEP (Asst.)	Ilocos Sur
AGAPITO ESCOTO	Iloilo
Miss CRISTINA RECONQUISTA (Asst.)	Iloilo
SIXTO BALAYAN	Isabela
Miss MARCIANA PALTENG (Asst.)	Isabela
MATEO ALFONSO	Laguna
Miss CARMEN R. VILLARICA (Asst.)	Laguna
BERNARDO PICARDAL	Lanao
MANUEL MODESTO	Leyte
Mrs. EMILIANA E. JOSON (Asst.)	Leyte
JOSE C. VELO	Manila
Miss JUANA GUERRERO (Asst.)	Manila
Miss CRISPINA UNGAB (Asst.) ²	Manila
EDUARDO LAGMAN ¹	Marinduque
MODESTO VILLARIN	Masbate
DAMIAN RAYALA (Acting)	Mindoro
MARIANO CANOY	Misamis
DIONICIO NOCETE	Mountain
NORBERTO ANTONIO	Nueva Ecija
Miss TRINIDAD MARTINEZ (Asst.)	Nueva Ecija
ARSENIO RAMEL	Nueva Vizcaya

¹ Principal teacher.² Also academic supervisor.

Industrial supervisors—Continued

Name	Station
FELIPE SALTING.....	Occidental Negros
MARGARITO TEVES.....	Oriental Negros
FRANCISCO SOCRATES (Acting).....	Palawan
FERMIN LICAD.....	Pampanga
Mrs. QUERUBINA G. FLORES (Asst.).....	Pampanga
FELICIANO ITLIONG.....	Pangasinan
SIXTO TANDOC.....	Pangasinan
ANGEL LAQUINDANUM.....	Rizal
Miss TRINIDAD RUELOS (Asst.) ¹	Rizal
HOSPICIO EXMUNDO ²	Romblon
GONZALO VILLARIN.....	Samar
Miss BARBARA PATDU (Asst.).....	Samar
LUIS DUKA.....	Sorsogon
JUAN TAGLE.....	Sulu
ALFREDO P. SHAPIT ²	Surigao
VIVENCIO L. TAGORDA.....	Tarlac
TOMAS V. FLORIDO.....	Tayabas
Miss DOLORES JUGUETA (Asst.).....	Tayabas
JUSTO DE LEON.....	Union
Miss JOSEFA PADUA (Asst.).....	Union
JUAN SANTOS.....	Zambales
NICASIO BACLAO.....	Zamboanga

¹ Provincial teacher.² Also academic supervisor.

Appendix B.—COURSES OF STUDY

PRIMARY COURSE

First Grade	Second Grade	Third Grade	Fourth Grade
Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (525). ^a Reading (375). ^b Phonics (50). Number work (150). Writing (100). Music (100). Physical education (125). ^c	Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (350). ^a Reading (400). ^b Phonics (50). Arithmetic (150). Spelling (50). Writing (75). Music (125). Physical education (125). ^c Industrial work: ^d Boys: Handweaving, or making of native baskets, or gardening, or club work (175). Girls: Sewing, or club work (175).	Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (350). ^a Reading (350). ^b Phonics (50). Arithmetic (200). Spelling (50). Writing (75). Music (100). Home geography (150). Physical education (125). ^c Industrial work: ^d Boys: Making of mats, handbags, etc., or hat making, or making of native baskets, or gardening, or club work (175). Girls: Sewing three times a week (105) and embroidery, or lace making, or crocheting, or hat making, or club work twice a week (70).	Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (375). ^a Reading (350). ^b Phonics (50). Arithmetic (200). Spelling (50). Writing (75). Music (100). Geography (175). Physical education (125). ^c Industrial work: ^d Boys: Macrame, or making of mats, handbags, etc., or hat making, or advanced basketry, or slipper making, or carving, or woodworking, or making of brushes and brooms, or gardening, or pottery making, or club work (225). Girls: Sewing twice a week (90) and embroidery, or lace making, or crocheting, or hat making, or club work three times a week (135).

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

^a Opening exercises are included with language, conversational English, good manners and right conduct, civics, hygiene, and sanitation, since this period is partially devoted to instruction in conduct, civics, and health.

^b The 75 minutes previously devoted to drawing are now added to reading. In June, 1927, this subject will be replaced in primary schools where teachers have received training in the proper use of the new drawing course of study. The time allotment will be 15 minutes for grades one, two, and three, and 20 minutes in grade four, daily.

^c Exclusive of the fifteen-minute recess period given to group games and spontaneous play.

^d The time allotment indicated represents a deduction of 25, 75, and 75 minutes as authorized by General Instructions No. 14, s. 1925, for Grades II, III, and IV, respectively. This time has been added to reading.

INTERMEDIATE COURSES

GENERAL COURSE

Fifth Grade	Sixth Grade	Seventh Grade
<p>Opening exercises (50). Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Geography (200). Writing (100). Drawing once a week (80). Music (100). Industrial work: Boys: Making of mats, handbags, etc., or hat making, or basket making, or slipper making, or woodworking, or furniture making, or gardening, or club work four times a week (320). Girls: Cooking and house-keeping once a week (80); sewing once a week (80); and embroidery, or lace making, or crocheting, or club work twice a week (160). Physical education (200).</p>	<p>Opening exercises (50). Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Geography (200). Writing (100). Drawing once a week (80). Music (100). Industrial work: Boys: Gardening, or club work four times a week (320). Girls: Cooking and house-keeping twice a week (160); sewing once a week (80); and embroidery, or lace making, or crocheting, or club work once a week (80). Physical education (200).</p>	<p>Opening exercises (50). Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct three times a week (60). Arithmetic (200). Physiology, hygiene, and sanitation (200). Philippine history and government (200). Drawing, for boys only, twice a week (160).^a Industrial work: Boys: Woodworking, or furniture making three times a week (240); or gardening or club work (400). Girls: Cooking and house-keeping, (80); home nursing (80); food selection and diet (80); sewing (80); and embroidery, or lace making, or crocheting, or loom weaving, or club work (80). Physical education (200).</p>

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

^a Where specific authority has been granted for seventh-grade boys to take gardening or other industrial work in lieu of woodworking, they should have this gardening or the other industrial work authorized five times a week and no drawing.

TRADE COURSE

Fifth Grade	Sixth Grade	Seventh Grade
<p>Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Drawing (400). Shopwork: Woodworking or ironworking (400).</p>	<p>Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Drawing three times a week (240). Shopwork: Woodworking or ironworking (600).</p>	<p>Reading (200). Language (200). Spelling (50). Phonics (50). Philippine history and government (100). Arithmetic twice a week (160). Drawing twice a week (160). Estimating once a week (80). Shopwork: Woodworking or ironworking (600).</p>

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

INTERMEDIATE COURSES—Continued

FARMING COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Agriculture (200). Farm work (minimum 600). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary.	Reading (200). Language (200). Spelling (50). Phonics (50). Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60). Arithmetic (200). Agriculture (200). Farm work (minimum 600). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary.	Reading (200). Language (200). Spelling (50). Phonics (50). Philippine history and government (100). Arithmetic (200). Agriculture (200). Farm work (minimum 600). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary.

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

SECONDARY COURSES

THE GENERAL COURSE

Required Subjects

First Year	Second Year		Third Year		Fourth Year
Literature (4). Current events (1).	Literature and composition (5).		Literature and composition (5).		Literature and composition (5).
Composition (5).	Physical geography ^a (5).	General science (5).	Biology (5D).		Economic conditions in the Philippines (5).
United States history (3). United States government (2).	General history (4). Current events (1).		General history (4). Current events (1).	Oriental history (4). Current events (1).	Philippine history and government (4). Current events (1).
Algebra (5).	Geometry (5).		Advanced algebra (5).	Review arithmetic (5).	Physics (5D).
Physical education.	Physical education.		Physical education.		Physical education.

Optional Subjects

First Year	Second Year	Third Year		Fourth Year	
Music.	Music.	Spanish (5). Music. Educational psychology ^b (5).	Principles of teaching ^b (5).	Spanish (5). Music. Psychology. Hygiene and Sanitation, or Methods of Reading ^b (5).	Observations of teaching ^b (5).

*The figures in parentheses indicate the number of forty-minute periods a week.
D=double or eighty-minute period.*

^a In June, 1927, physical geography will be incorporated in a full-year course in general science.

^b For academic high schools in divisions in which there are no normal schools or normal courses.

SECONDARY COURSES—Continued.

THE HOME-ECONOMICS COURSE

Required Subjects

First Year	Second Year		Third Year	Fourth Year
Literature (4). Current events (1).	Literature and composition (5).		Literature and composition (5).	Literature and composition (5).
Composition (5).	Physical geography ^a (5).	General science (5).	Biology (5D).	Economics (5).
United States history (3). United States government (2).	General history (4). Current events (1).		General history (4). Current events (1).	Philippine history and government (4). Current events (1).
Embroidery or lace making (3D). Plain sewing (2D).	Housekeeping and cookery (3D). Plain sewing (2D).		Foods and cookery (3D). Embroidery or lace making (2D).	First aid, home care of sick, care and feeding of infants and of children (3D). Embroidery or lace making (2D).
Physical education.	Physical education.		Physical education.	Physical education.

Optional Subjects

First Year	Second Year	Third Year	Fourth Year
Music.	Music.	Spanish (5). Music.	Spanish (5). Music.

*The figures in parentheses indicate the number of forty-minute periods a week.
D=double or eighty-minute period.*

^a In June, 1927, physical geography will be incorporated in a full-year course in general science.

SECONDARY COURSES—Continued.

THE NORMAL COURSE

First Year		Second Year		Third Year		Fourth Year	
Literature (5).		Literature and composition (5). ^a		Literature and composition (5).		Literature and composition (5).	
Composition (5).		Reading (5).		Biology (5).		Economics (5).	
United States history government (4). Current events (1).		General history (4). Current events (1).		General history (4). Current events (1).	Oriental history (4). Current events (1).	Philippine history and government (4). Current events (1).	
Arithmetic (5).		General science (5).	Physical geography (5).	Elementary Educational Psychology (5).	Principles of teaching (5).	Language (5).	Physiology, hygiene, and sanitation (5).
Music ^a	Writing ^a	Drawing ^b	Industrial education ^b	Geography ^c	Observation and participation ^c	Practice teaching(5) ^d	
Physical education.		Physical education.		Physical education.		Physical education.	

The figures in parentheses indicate the number of forty-minute periods a week.

This course for provincial normal schools and normal courses in high schools was made effective for the first and second years in 1926-27 and will be effective for the third and fourth years in 1927-28.

All elementary school subjects are taught as review methods courses. In connection with the methods work, the teacher and class observe the school work in the subject in the training school. Observation under the methods teachers is, therefore, prescribed for each of the four years.

Drawing, industrial education, and biology classes are eighty minutes in length. All other classes recite for forty minutes daily except observation, participation, and practice teaching.

^a Each subject is taught throughout the year: first semester, music, 3 days, writing 2 days; second semester, music, 2 days, writing, 3 days.

^b Each subject taught throughout the year: first semester, drawing, 3 days, industrial education, 2 days; second semester, drawing 2 days, industrial education, 3 days.

^c These two subjects are interchangeable. Twenty weeks of observation and participation for each student are required.

^d Twenty weeks of practice teaching for each student are required.

SECONDARY COURSES—Continued.

THE COMMERCIAL COURSE

First Year	Second Year	Third Year		Fourth Year	
Literature (4). Current events (1).	Business English and spelling (5).	Business English and spelling (5).		Business English and spelling (5).	
Composition (5).	Literature and composition (5).	Literature and composition (5).		Philippine government (5).	Elements of economics (5).
United States history (3). United States government (2).	Stenography or book-keeping (5).	Stenography or book-keeping (5).		Stenography or book-keeping and accounting (5).	
Algebra (5).	Practical business arithmetic (5).	Commercial geography (5).	Commercial law (5).	Spanish (5).	
Penmanship (5).	Typewriting (5).	Spanish (5).		Typewriting (5).	
Physical education	Physical education	Typewriting (5).		Physical education	
		Physical education			

The figures in parentheses indicate the number of forty-minute periods a week.

THE TRADE COURSE¹

First Year	Second Year	Third Year		Fourth Year	
Composition (5)	Literature and composition (5)	Literature and composition (5)		Literature and composition (5)	
Literature (4). Current events (1).	General history (5).	Solid geometry (5).	Advanced algebra (5).	Physics (5).	
Elementary algebra (5).	Plane geometry (5).	Mechanics (5).		Trigonometry (5).	Review arithmetic (5).
Drawing (5D).	Drawing (5D).	Drawing (5D).		Drawing (5D).	
Shopwork (3 hours daily).	Shopwork (3 hours daily).	Shopwork (3 hours daily).		Shopwork (3 hours daily).	
Physical education	Physical education	Physical education		Physical education	

The figures in parentheses indicate the number of forty-minute periods a week.

D=double or eighty-minute period.

¹ Revision contemplated.

SECONDARY COURSES—Continued.

THE FARMING COURSE¹

First Year	Second Year	Third Year	Fourth Year
Literature and composition (5)	Literature and composition (5)	Literature and composition (5)	Literature and composition (5)
Farm arithmetic (5).	Civic biology (5D).	Farm entomology (5D).	Farm physics (5D).
Physical education	Physical education	Physical education	Physical education
Field work ^a (4 hours daily for 6 days a week).	Field work ^a (4 hours daily for 6 days a week).	Field work ^a (4 hours daily for 6 days a week).	Field work ^a (4 hours daily for 6 days a week).
Horticulture ^b (5) or Farm engineering ^d (5).	Animal husbandry ^b (5) or Farm engineering ^d (5).	Farm crops ^c (5) or Farm engineering ^d (5) or Farm management ^e (5).	Extension work ^c (5) or Farm engineering ^d (5) or Farm management ^e (5).

The figures in parenthesis indicate the number of forty-minute periods a week.

D = double or eighty-minute period.

¹ Revision contemplated.

^a The field work consists of the performance of practical tasks in the shop or in the field when such work is needed rather than at fixed daily hours. During each year a pupil is expected to spend 336 hours in shopwork and building construction which time includes 84 hours of mechanical drawing (first and second years), of sketching (third year), and of plans and estimates (fourth year). In addition to the customary daily hours for practical work, each student renders 24 full 10-hour days of labor during a year, which forms a labor reserve to be used at the discretion of the principal of the school in constructing buildings, in planting and harvesting crops, in combating crop pests, and in handling emergencies which may arise from time to time in the management of a large productive farm.

^b For the course in agricultural education and in farm management.

^c For the course in agricultural education.

^d For the course in farm mechanics.

^e For the course in farm management.

Schools in which these secondary courses are given are in session throughout the calendar year. The work of the year is divided into (1) an academic period of 42 weeks (2) and all-day field-work period of 4 weeks with field details working 10 hours daily for 6 days a week, (3) an examination and reclassification period of 2 weeks, and (4) a movable vacation period of 4 weeks.

SECONDARY COURSES—Continued.

THE NAUTICAL COURSE

First Year	Second Year
Calisthenics (100).	
Elementary navigation, including deviation and compass compensation, chart, lead and log, algebra and geometry, logarithms and plain trigonometry, and piloting (900).	Advanced navigation, including astronomy, spherical trigonometry, latitude and longitude, rules for preventing collisions, meteorology, Summer and St. Hilaire's method, and ship's business (900).
Swimming (100).	
Semaphore (300).	Advanced seamanship, including sailmaking (300).
Elementary seamanship, including tying knots and splicing ropes (300).	Signaling—International code (300).
Boat drill and athletics twice a week; military drill twice a week; and fire drill once a week (300).	

The figures in parentheses indicate the number of minutes a week, the number of periods a week being five unless otherwise stated.

THE PHILIPPINE NORMAL SCHOOL

TWO-YEAR GENERAL COURSE

Entrance requirement—high-school graduation

First Year	Second Year
Literature and composition (5)	Literature and composition (5)
Reading Methods (5).	Geography Methods (5). Child Study (5).
Educational Psychology (5). Principles of Teaching (5).	School Supervision or Physiology and Hygiene (5). School Administration or Educational Measurement (5).
Music (5). Drawing (5D).	Language Methods (5). History of Education (5).
Arithmetic Methods (5). Observation and Participation.	Principles of Education (5). Practice Teaching (5).
Physical education	Physical education

*The figures in parentheses indicate the number of forty-minute periods a week.
D=double or eighty-minute period.*

Library methods may be elected in lieu of any semestral subject in the third or the fourth year if permission is so granted by the superintendent of the province from which the student comes. Only one student from a province may enroll in this course at a time.

PHILIPPINE NORMAL SCHOOL—Continued

FOUR-YEAR GENERAL COURSE

Entrance requirement—completion of second year secondary

First Year		Second Year	Third Year		Fourth Year	
Literature and composition (5).		Literature and composition (5).	Literature and composition (5).		Literature and composition (5).	
Reading Methods (5)		Language Methods (5)	Music II (5)	Drawing (5D)	Child Study (5)	History of Education (6)
Modern History (4) Current Events (1)		Economics (5)	Educational Psychology (5)	Principles of Teaching (5)	School Supervision or Sociology (5)	School Administration or Educational Sociology (5)
Biology (5D)		Arithmetic Methods (5)	Geography Methods (5)	Commercial Geography (5)	Educational Measurements (5)	Philippine History and Government (5)
Music I (5)	Writing (5)	Physics (5D)	Physiology and Hygiene (5)	Observation and Participation	Principles of Education (5)	Practice Teaching
Physical education		Physical education	Physical education		Physical education	

*The figures in parentheses indicates the number of forty-minute periods a week.
D=double or eighty-minute period.*

Library methods may be elected in lieu of any semestral subject in the third or the fourth year if permission is so granted by the superintendent of the province from which the student comes. Only one student from a province may enroll in this course at a time.

PHILIPPINE NORMAL SCHOOL—Continued

TWO-YEAR HOME-ECONOMICS COURSE

Entrance requirement—graduation from the provincial domestic science course

First Year		Second Year	
Literature and composition (5)		Literature and composition (5)	
Reading Methods (5)		Commercial Geography (5)	Physiology and Hygiene (5)
Educational Psychology (5)	Methods of Domestic Science (5)	Dietetics (5)	Music or Drawing (5)
Sewing II (5D)		Cooking II (5D)	
Chemistry of Foods (5)	Observation and Participation	Industrial Accounting (5)	Practice Teaching
Physical education		Physical education	

*The figures in parentheses indicate the number of forty-minute periods a week.
D=double or eighty-minute period.*

Library methods may be elected in lieu of any semestral subject in the third or the fourth year if permission is so granted by the superintendent of the province from which the student comes. Only one student from a province may enroll in this course at a time.

FOUR-YEAR HOME ECONOMICS COURSE

Entrance requirement—completion of second year secondary

First Year		Second Year		Third Year		Fourth Year	
Literature and composition (5).		Literature and composition (5).		Literature and composition (5).		Literature and composition (5).	
Music I (5).	Drawing (5D).	Cooking I (5D).		Educational Psychology (5).	Domestic Science Methods (5).	Dietetics (5).	Home nursing (5).
Sewing I (5D).		Needlework (5D).		Sewing II (5).		Cooking II (5).	
Reading Methods (5).		Modern History (5)		Economics (5)		Geography Methods (5).	Commercial Geography (5).
Biology (5D).		Language Methods (5).	Physiology and Hygiene (5).	Chemistry of Foods (5).	Observation and Participation	Industrial Accounting (5).	Practice teaching
Physical education		Physical education		Physical education		Physical education	

*The figures in parentheses indicate the number of forty-minute periods a week.
D=double or eighty-minute period.*

Library methods may be elected in lieu of any semestral subject in the third or the fourth year if permission is so granted by the superintendent of the province from which the student comes. Only one student from a province may enroll in this course at a time.

Appendix C.—TEXTBOOKS AND PUBLICATIONS

TEXTBOOKS APPROVED FOR USE IN ELEMENTARY SCHOOLS

FIRST GRADE

- The Rizal Readers, Primer. Firman, Maltby, Marshall, and Estrella.
The John C. Winston Co.
- The Rizal Readers, First Reader. Firman, Maltby, Marshall, and Estrella.
The John C. Winston Co.
- Correct English, Grades I and II. Polley and Martinez. The Associated Publishers. (In hands of teachers only.)
- The Progressive Music Series, Book One. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co. (In hands of teachers only.)
- Zaner Method Writing, Teachers' Manual No. 1. Zaner. Zaner & Bloser Co. (In hands of teachers only.)
- Philippine Arithmetics, Teachers' Manual, for First and Second Grades. Poblador and Osias. World Book Co. (In hands of teachers only.)
- Supplementary readers:
- Story Hour Readers Revised, Primer. Coe and Dillon. American Book Co.
- The Elson Readers, Pupils' Hand Chart. Scott, Foresman & Co.
- The Elson Readers, Primer. Elson and Runkel. Scott, Foresman & Co.
- The Winston Readers, Primer. Firman and Maltby. The John C. Winston Co.
- Reading-Literature, The Primer. Treadwell and Free. Row, Peterson & Co.
- First Year Book. Free. World Book Co.
- Stories and Games. Osias. Ginn & Co.
- Work and Play. (The Edson-Laing Readers, Primer.) Edson and Laing. Benj. H. Sanborn & Co.

SECOND GRADE

- Correct English, Grades I and II. Polley and Martinez. The Associated Publishers. (In hands of teachers only.)
- The Philippine Readers, Book Two. Osias. Ginn & Co.
- The Progressive Music Series, Book One. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co.
- Zaner Method Writing, Teachers' Manual No. 2. Zaner. Zaner & Bloser Co. (In hands of teachers only.)
- Philippine Arithmetics, Teachers' Manual, for First and Second Grades. Poblador and Osias. World Book Co. (In hands of teachers only.)
- Supplementary readers:
- The Philippine National Literature Series, Book I. Fansler and Panlasigui. The Macmillan Co.

Supplementary readers—Continued

- Story Hour Readers Revised, Book One. Coe and Dillon. American Book Co.
- The Ryme and Story First Reader. Blaisdell and Blaisdell. Little, Brown & Co.
- Busy Folk. (The Edson-Laing Readers, Book One.) Edson and Laing. Benj. H. Sanborn & Co.
- The Insular First Reader. Gibbs. American Book Co.
- The Elson Readers, Book One. Elson and Runkel. Scott, Foresman & Co.
- The Winston Readers, First Reader. Firman and Maltby. The John C. Winston Co.
- Reading-Literature, First Reader. Treadwell and Free. Row, Peterson & Co.
- The Progressive Road to Reading, Book One. Burchill and others. Silver, Burdett & Co.
- Old Time Stories. Bowen. World Book Co.
- The Rizal Readers, Book Two. Lewis, Marshall, and Estrella. The John C. Winston Co.
- Child-Library Readers, Book One. Elson and Runkel. Scott, Foresman & Co.
- The Philippine Readers, Book One. Osias. Ginn & Co.
- The Learn to Study Reader: First Lessons in Learning to Study. Horn and others. Ginn & Co.

THIRD GRADE

- Correct English, Grades III. Polley and Martinez. The Associated Publishers.
- The Philippine Readers, Book Three. Osias. Ginn & Co.
- Philippine Arithmetics, Third Grade. Bonsall, Mercer, Poblador, and Osias. World Book Co.
- The Progressive Music Series, Book One. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co.
- Zaner Method Writing, Teachers' Manual No. 3. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

- The Philippine National Literature Series, Book Two. Fansler and Panlasigui. The Macmillan Co.
- Story Hour Readers Revised, Book Two. Coe and Dillon. American Book Co.
- Pretty Polly Flinders. Blaisdell. Little, Brown & Co.
- Lend a Hand. (The Edson-Laing Readers, Book Two.) Edson and Laing. Benj. H. Eanborn & Co.
- The Insular Second Reader. Gibbs. American Book Co.
- The Winston Readers, Second Reader. Firman and Maltby. The John C. Winston Co.
- Reading-Literature, Second Reader. Treadwell and Free. Row, Peterson & Co.
- The Progressive Road to Reading, Book Two. Burchill and others. Silver, Burdett & Co.
- Robinson Crusoe. Baldwin. American Book Co.
- Child Classics, Second Reader. Alexander. Bobbs-Merrill Co.

Supplementary readers—Continued

- Merry Animals Tales. Bigham. Little, Brown & Co.
 Little Folks of Many Lands. Chance. Ginn & Co.
 The Learn to Study Readers, Book One. Horn and others. Ginn & Co.
 The Rizal Readers, Book Three. Lewis, Marshall, and Estrella. The John C. Winston Co.
 The Silent Reading Hour, First Reader. Buswell and Wheeler. Wheeler Publishing Co.
 Child-Library Readers, Book Two. Elson. Scott, Foresman & Co.

FOURTH GRADE

- Correct English, Grade IV. Polley and Martinez. The Associated Publishers.
 The Philippine Readers. Book Four. Osias. Ginn & Co.
 Philippine Arithmetics, Fourth Grade. Bonsall, Mercer, Poblador, and Osias. World Book Co.
 Philippine Primary Geography. Valdez-Ventura. The Associated Publishers.
 The Progressive Music Series, Book Two. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co.
 Zaner Method Writing, Teachers' Manual No. 4. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

- Stories of Great Filipinos. Benitez and Benitez. McCullough Printing Co.
 Story Hour Readers Revised, Book Three. Coe and Dillon. American Book Co.
 Play Awhile. Doheny. Little, Brown & Co.
 Around the World with the Children. Carpenter. American Book Co.
 Neighbors. (The Edson-Laing Readers, Book Three.) Laing and Edson. Benj. H. Sanborn & Co.
 The Insular Third Reader. Gibbs. American Book Co.
 Rizal's Own Story. Craig. McCullough Printing Co.
 Stories of Long Ago in the Philippines. McGovney. World Book Co.
 The Philippine National Literature Series, Book III. Fansler and Panlasigui. The Macmillan Co.
 The Rizal Readers, Book Four. Lewis, Rowland, Marshall and Carreon. The John C. Winston Co.
 The Silent Reading Hour, Second Reader. Buswell and Wheeler. Wheeler Publishing Co.
 The Learn to Study Readers, Book Two. Horn and others. Ginn & Co.
 Child-Library Readers, Book Three. Elson and Kelly. Scott, Foresman & Co.

FIFTH GRADE

- Correct English, Grade V. Polley and Martinez. The Associated Publishers.
 The Philippine Readers, Book Five. Osias. Ginn & Co.
 Fifty Famous Stories Retold. Baldwin. American Book Co.
 Good Manners and Right Conduct, Fifth Grade. McVenn. D. C. Heath & Co.

Stone Winkel Arithmetic, Intermediate, Book One. Stone and Winkel.
Benj. H. Sanborn & Co.

Intermediate Geography. Miller and Polley. Ginn & Co.

The Progressive Music Series, Book Two. Parker and others. Philippine
Edition compiled by Romualdez and Griffith. Silver, Burdett & Co.

Elementary Home Economics. Bureau of Education.

Woodworking for Beginners. Cheney. Bureau of Education.

School and Home Gardening. Foreman. Bureau of Education.

Zaner Method Writing, Teachers' Manual No. 5. Zaner. Zaner & Bloser
Co. (In hands of teachers only.)

Supplementary readers:

Story Hour Readings, Fourth Year. Hartwell American Book Co.

The Children of History, Early Times. Hancock. Little, Brown &
Co.

White Patch. Patri. American Book Co.

The Carter Intermediate Reader. Book One. Silver, Burdett & Co.

The Winston Readers, Fourth Reader. Firman and Maltby. The
John C. Winston Co.

Junior Citizen. Fernandez. McCullough Printing Co.

The Rizal Readers, Book Five. Lewis, Rowland, Marshall, and Car-
reón. The John C. Winston Co.

The Silent Reading Hour, Third Reader. Buswell and Wheeler.
Wheeler Publishing Co.

Working Together. (The Edson-Laing Readers, Book Four.) Edson
and Laing. Benj. H. Sanborn & Co.

The Learn to Study Readers, Book Three. Horn and others. Ginn
& Co.

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Better English for Speaking and Writing, Grades Six and Seven. Ro-
mulo, Netzorg and Simons. The John C. Winston Co.

The Philippine Readers, Book Six. Osias. Ginn & Co.

The Book of Legends. Scudder. Houghton Mifflin Co.

Good Manners and Right Conduct, Sixth Grade. McVenn. D. C. Heath
& Co.

Stone-Winkel Arithmetic, Intermediate, Book Two. Stone and Winkel.
Benj. H. Sanborn & Co.

Intermediate Geography. Miller and Polley. Ginn & Co.

The Progressive Music Series. Book Three. Parker and others. Philip-
pine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co.

Elementary Home Economics. Bureau of Education.

Woodworking for Beginners. Cheney. Bureau of Education.

School and Home Gardening. Foreman. Bureau of Education.

Supplementary Problems in Arithmetic. Bureau of Education.

Supplementary Problems for Trade Schools and Trades Classes. Bureau
of Education.

Zaner Method Writing, Teachers' Manual No. 6. Zaner. Zaner & Bloser
Co. (In hands of teachers only.)

Supplementary readers:

Story Hour Readings, Fifth Year. Hartwell. American Book Co.

The Children of History, Later Times. Hancock. Little, Brown & Co.

Nature Secrets. Chambers. Little, Brown & Co.

Supplementary readers—Continued

- The Carter Intermediate Readers, Book Two. Silver, Burdett & Co.
 The Kendall Fifth Reader. Kendall and Stevens. D. C. Heath & Co.
 The Rizal Readers, Book Six. Lewis, Rowland, Marshall, and Carreon. The John C. Winston Co.
 Opportunity. (The Edson-Laing Readers, Book Five.) Edson and Laing. Benj. H. Sanborn & Co.
 Real Stories of the Geography Makers. Faris. Ginn & Co.
 The Learn to Study Readers, Book Four. Horn and others. Ginn & Co.

SEVENTH GRADE

- Better English for Speaking and Writing, Grades Six and Seven. Romulo, Netzorg and Simons. The John C. Winston Co.
 The Philippine Readers, Book Seven. Osias. Ginn & Co.
 The Song of Hiawatha. Longfellow. Houghton Mifflin Co.
 Good Manners and Right Conduct, Seventh Grade. McVenn. D. C. Heath & Co.
 Stone-Winkel Arithmetic, Intermediate, Book Two. Stone and Winkel. Benj. H. Sanborn & Co.
 A Brief History of the Philippines. Fernandez. Ginn & Co.
 Philippine Civics. Malcom and Kalaw. D. Appleton & Co.
 Sanitation and Hygiene for the Tropics. Ritchie and Purcell. World Book Co.
 Elementary Home Economics. Bureau of Education.
 Woodworking for beginners. Cheney. Bureau of Education.
 School and Home Gardening. Foreman. Bureau of Education.
 Supplementary Problems in Arithmetic. Bureau of Education.
 Supplementary Problems for Trade Schools and Trades Classes. Bureau of Education.

Supplementary readers:

- Story Hour Readings, Sixth Year. Hartwell. American Book Co.
 Open Doors to Science. Caldwell and Meier. Ginn & Co.
 The Literary World, Sixth Reader. Metcalf and others. Johnson Publishing Co.
 The Carter Intermediate Readers, Book Three. Silver, Burdett & Co.
 The Rizal Readers, Book Seven. Lewis, Rowland, Marshall, and Carreon. The John C. Winston Co.
 The Kendall Sixth Reader. Kendall and Stevens. D. C. Heath & Co.
 The Learn to Study Readers, Book Five. Horn and others. Ginn & Co.

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 Prose Selections. Bureau of Education.
 New Practical English for High Schools. Lewis, Hosic, and Bermøjo. American Book Co.
 English Composition. Bureau of Education.
 A History of the United States. Burnham and Melencio. The John C. Winston Co.
 First Course in Algebra. Hawkes, Luby, and Touton. Ginn & Co.

Everyday Civics, Philippine Edition. Finch. American Book Co.

For Silent reading:

Story Hour Readings, Seventh Year. Hartwell. American Book Co.

The Silent Readers, Seventh Reader. Lewis and Rowland. The John C. Winston Co.

For extensive reading:

The Light Bringers. Wade. Little, Brown & Co.

Old Greek Stories. Baldwin. American Book Co.

Greek Myths in English Dress. Hale. World Book Co.

SECOND YEAR

Selections from Irving's Sketch Book. Edited by R. P. St. John. American Book Co.

Sohrab and Rustum. Arnold. Ginn & Co.

Selected Short Poems. Bureau of Education.

New Practical English for High Schools. Lewis, Holic, and Bermejo. American Book Co.

English Composition. Bureau of Education.

Civic Science in Home and Community.¹ Hunter, Whitman, and Herold. American Book Co.

Modern Times and the Living Past. Elson. American Book Co.

Plane Geometry. Hart and Feldman. American Book Co.

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English Poems from Chaucer to Kipling. Edited by Parrott and Long. Ginn & Co.

Silas Marner. Eliot. Edited by Mary McKittrick. American Book Co.

The Merchant of Venice. Shakespeare. Ginn & Co.

English Composition, Book Two. Brooks. American Book Co.

English Composition, Bureau of Education.

New Essentials of Biology, with Philippine Supplement. Hunter. American Book Co.

Biology Laboratory Manual. Graham. Philippine Education Co.

Modern Times and the Living Past. Elson. American Book Co.

A History of the Orient. Steiger, Beyer, and Benitez. Ginn & Co.

Second Course in Algebra. Hawkes, Luby, and Touton. Ginn & Co.

Modern High School Arithmetic. Tan. The Associated Publishers.

Beginning Spanish. Espinosa and Allen. American Book Co.

Doña Perfecta. Galdos. American Book Co.

Noli Me Tangere. Rizal.

FOURTH YEAR

English Poems, from Chaucer to Kipling. Edited by Parrott and Long. Ginn & Co.

Macaulay's Life of Samuel Johnson. Edited by William Schuyler. The Macmillan Co.

Five American Contributions to Civilization. Eliot. The Century Co.

Macbeth. Shakespeare. Ginn & Co.

English Composition, Book Two. Brooks. American Book Co.

¹ Replaces: High School Geography, Parts I and II, Dryer; and the Science of Every Day Life, Van Buskirk and Smith.

Business English and Correspondence. Davis and Lingham. Ginn & Co.
 English Composition. Bureau of Education.
 Economic Conditions in the Philippines. Miller. Ginn & Co.
 Elements of Economics. Fradenburgh. Charles Scribner's Sons.
 A History of the Philippines. Benitez. Ginn & Co.
 Practical Physics. Millikan, Gale, and Pyle. Ginn & Co.
 First Course in Laboratory Physics. Millikan and others. Ginn & Co.
 Philippine Government. Malcolm and Kalaw. The Associated Publishers.
 Beginning Spanish. Espinosa and Allen. American Book Co.
 Doña Perfecta. Galdos. American Book Co.
 Noli Me Tangere. Rizal.

SPECIAL BOOKS USED IN VOCATIONAL SCHOOLS AND COURSES

For provincial normal schools, and courses:

Psychology for Teachers. La Rue. American Book Co.
 The Observation of Teaching. Maxwell. Houghton Mifflin Co.
 Acquiring Skill in Teaching. Philippine Edition. Grant. Silver,
 Burdett & Co.
 A Student's History of Education. Duggan. D. Appleton & Co.
 Practical Problems of the School. Waits. Benj. H. Sanborn Co.
 Advanced Physiology and Hygiene. Philippine Edition. Conn and
 Budington. Silver, Burdett & Co.

Supplementary readers:

The Kendall Seventh Reader. Kendall and Stevens. D. C. Heath &
 Co.
 The Silent Readers, Eighth Reader. Lewis and Rowland. The John
 C. Winston Co.
 Everyday Classics, Eighth Reader. Baker and Thorndike. The Mac-
 millan Co.
 Child-Library Readers, Book Eight. Elson and Burris. Scott, Fores-
 man & Co.

For home economics course:

Shelter and Clothing. Kinne and Cooley. The Macmillan Co.
 Science of Home Making. Pirie. Scott, Foresman & Co.
 First Aid. Lynch. P. Blakiston's Son & Co.
 Infant Feeding (mimeographed). Bureau of Education.

For agricultural course:

Farm Business Arithmetic. Lewis. D. C. Heath & Co.
 Farm Science. Spillman. World Book Co.
 Civic Biology. Hunter. American Book Co.
 Beginnings in Animal Husbandry. Plumb. Webb Book Publishing Co.
 School Entomology. Sanderson and Peairs. John Wiley & Sons.
 Farm Management. Boss. Lyons and Carnahan.
 Farm Motors. Potter. McGraw-Hill Book Co.
 Practical Physics. Black and Davis. The Macmillan Co.
 Elementary Forge Practice. Harcourt. Manual Arts Press.
 Agricultural Engineering. Davidson. Webb Book Publishing Co.
 Principles of Bookkeeping and Farm Accounts. Bexell and Nichols.
 American Book Co.
 Farm Economics. Howe. American Book Co.

For trade course:

Great American Industries, Minerals. Rocheleau. A. Flanagan Co.
 Great American Industries, Manufactures. Rocheleau. A. Flanagan Co.
 Course in Mechanical and Free-hand Drawing. Bureau of Education.
 Manual of Woodworking. Bureau of Education.
 Alhambra. Irving. Ginn & Co.
 Treasure Island. Stevenson. Ginn & Co.
 A Brief History of the World. Botsford. The Macmillan Co.
 Strength of Material. Merriman. John Wiley & Sons.
 Solid Geometry. Wentworth and Smith. Ginn & Co.
 Plane and Spherical Trigonometry. Wentworth and Smith. Ginn & Co.

For commercial course:

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 Practical Business Arithmetic. Moore and Miner. Ginn & Co.
 New Rational Typewriting. SoRelle. Gregg Publishing Co.
 Gregg Shorthand Manual. Gregg. Gregg Publishing Co.
 Gregg Speed Studies. Gregg. Gregg Publishing Co.
 Fundamental of Business English. Holzinger. World Book Co.
 Vocabulary-Building Speller. Meyer. The Macmillan Co.
 Philippine Business Law. Perkins. D. Appleton & Co.

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 The Princess. Tennyson. Houghton Mifflin Co.
 The Servant in the House. Kennedy. Harper and Bros.
 Education as the Psychologist Sees it. Pillsbury. The Macmillan Co.
 Everyday Classics. Eighth Reader. Baker and Thorndike. The Macmillan Co.
 Music Writing, Book I. Dann. American Book Co.
 Methods of Primary Arithmetic. Polley. Philippine Education Co.
 The Teacher's Technique. Holley. Century Co.
 The Aeneid, Books I-III. Cranch. Houghton Mifflin Co.
 Oral English. Brewer. Ginn & Co.
 Les Miserables. Victor Hugo. The Macmillan Co.
 Supervision and the Improvement of Teaching. Burton. D. Appleton & Co.
 Advanced Physiology and Hygiene. Philippine Edition. Conn and Burdington. Silver, Burdett & Co.
 Principles of Education. Ruediger. Houghton Mifflin Co.
 A Student's History of Education. Duggan. D. Appleton & Co.
 Fundamentals of Child Study. Kirkpatrick. The Macmillan Co.
 Public School Administration. Cubberley. Houghton Mifflin Co.
 Measuring Results in Education. Trabue. American Book Co.
 Everyday Chemistry. Vivian. American Book Co.
 Teaching Home Economics. Cooley and others. The Macmillan Co.
 Commercial and Industrial Geography. Keller and Bishop. Ginn & Co.
 Dietetics for High Schools. Willard and Gillett. The Macmillan Co.
 Outlines of English and American Literature. Long. Ginn & Co.

Music Writing, Book II. Dann. American Book Co.
 Social Principles of Education. Betts. Charles Scribner's Sons.
 First Aid. Lynch. P. Blakiston's Son & Co.
 Supplementary readers:

The Kendall Seventh Reader. Kendall and Stevens. D. C. Heath & Co.

The Silent Readers. Eighth Reader. Lewis and Rowland. The John C. Winston Co.

Everyday Classics, Eighth Reader. Baker and Thorndike. The Macmillan Co.

Child-Library Readers, Book Eight. Elson and Burris. Scott, Foresman & Co.

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Great American Industries, Minerals. Rocheleau. A. Flanagan Co.
 Great American Industries, Manufactures. Rocheleau. A. Flanagan Co.
 Alhambra. Irving. Ginn & Co.

A Brief History of the World. Botsford. The Macmillan Co.

Treasure Island. Stevenson. Ginn & Co.

Strength of Materials. Merriman. John Wiley & Sons.

Solid Geometry. Wentworth and Smith. Ginn & Co.

Trigonometry, Plane and Spherical. Wentworth & Smith.

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The Light-Bringers. Wade. Little, Brown & Co.

Makers of Our History. Faris. Ginn & Co.

The Silent Readers, Seventh. Lewis and Rowland. The John C. Winston Co.

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Gregg Shorthand. Gregg Publishing Co.

Principles of Bookkeeping. Miner and Ellwell. Ginn & Co.

Fundamentals of Business English. Holzinger. World Book Co.

Vocabulary Building Speller. Meyer. The Macmillan Co.

Practical Business Arithmetic. Moore and Miner. Ginn & Co.

Actual Business English. Deffendall. The Macmillan Co.

New Rational Typewriting, SoRelle. Gregg Publishing Co.

Gregg Speed Studies. Gregg Publishing Co.

Beginning Spanish. Allen and Espinosa. American Book Co.

Philippine Business Law. Perkins. D. Appleton & Co.

High School Geography. Whitbeck. The Macmillan Co.

Commercial Spanish. McHale. D. C. Heath & Co.

SPECIAL TEXTBOOKS USED IN THE CENTRAL LUZON AGRICULTURAL SCHOOL

Farm Business Arithmetic. Lewis. D. C. Heath & Co.

Agricultural Arithmetic. Foster.

Supplementary Problems in Arithmetic for use in Schools of Agriculture.
 Bureau of Education.

Bulletin No. 32, Plant Propagation and Fruit Culture in the Tropics.

Bulletin No. 31, School and Home Gardening. Bureau of Education.

Civic Biology. Hunter. American Book Co.

Beginnings in Animal Husbandry. Plumb. Webb Book Publishing Co.

Draft Carabao. Montellano.

School Entomology. Sanderson and Peairs. John Wiley & Sons.

Bulletin No. 35. Coconut Palm.

Bulletin No. 34. Tobacco Growing.

Rice Number, the Philippine Agricultural Review, Bureau of Agriculture,
Vol. XIV. No. 1, 1921.

Agricultural Engineering. Davidson. Webb Book Publishing Co.

SPECIAL TEXTBOOKS USED IN THE PHILIPPINE NAUTICAL SCHOOL

Nicholl's Seamanship. G. E. Nicholl. James Brown & Son. Glasgow, Scotland.

Pamphlets published by the International Correspondence School, Scranton, Pennsylvania:

Elements of Navigation.

Deviation and Compass Compensation.

Chart, Lead and Log and Nautical Tables.

Piloting.

Dead Reckoning, Part I.

Dead Reckoning Part II.

Logarithms.

Trigonometry.

Nautical Astronomy, Part I.

Nautical Astronomy, Part II.

Latitude.

Longitude and Azimuth.

Summer's and St. Hilarie's Method.

Ocean Meteorology.

Rules for preventing collision at sea.

International Code of Signals.

DICTIONARIES

Webster's Secondary-School Dictionary, Merriam Edition. American Book Co.

Webster's Elementary-School Dictionary, Merriam Edition. American Book Co.

Webster's Shorter School Dictionary, Merriam Edition. American Book Co.

Appendix D.—STATISTICAL TABLES

No. I.—Percentage of Population in School

A table showing, by divisions and for the Islands, the percentage of the total population enrolled in public schools in September, 1926.

Division	Annual Enrolment in Public Schools (September, 1926)	Total Population ^a	Percentage of Total Population Enrolled in Public Schools	School Population ^b	Percentage of School Population Enrolled in Public Schools	Annual Enrolment in Private Schools (December, 1926)
Abra	7,194	82,616	8.71	21,741	33.09	1,518
Agusan	8,388	54,139	15.49	14,247	58.88	218
Albay	28,358	362,506	7.82	95,396	29.73	894
Antique	12,055	164,867	7.31	43,886	27.79	785
Bataan	5,999	63,811	9.40	16,792	35.73	207
Batanes	936	8,214	11.38	2,162	43.25	-----
Batangas	26,183	379,266	6.90	99,807	26.23	2,240
Bohol	41,817	400,622	10.44	105,427	39.66	410
Bukidnon	4,501	48,544	9.27	12,775	35.23	-----
Bulacan	31,523	261,393	12.06	68,788	45.83	2,366
Cagayan	21,348	206,182	10.35	54,258	39.35	912
Camarines Norte	5,253	57,467	9.14	15,123	34.74	206
Camarines Sur	18,191	228,225	7.97	60,059	30.29	927
Capiz	27,895	322,006	8.66	84,738	32.92	763
Cavite	17,510	168,048	10.42	44,223	39.59	888
Cebu	65,217	950,435	6.86	250,114	26.07	3,120
Cotabato	5,852	193,815	3.02	51,004	11.47	100
Davao	8,120	128,461	6.32	33,806	24.02	-----
Ilocos Norte	25,741	238,140	10.81	62,668	41.08	857
Ilocos Sur	26,584	231,614	11.48	60,951	43.62	3,296
Iloilo	51,602	546,828	9.44	143,902	35.86	9,167
Isabela	14,811	130,263	11.37	34,280	43.21	206
Laguna	29,435	217,780	13.52	57,311	51.36	693
Lanao	3,659	115,151	3.18	30,303	12.07	172
Leyte	59,051	696,963	8.47	183,411	32.20	1,018
Manila	58,533	316,266	18.51	83,228	70.33	29,625
Marinduque	7,301	59,328	12.31	15,613	46.76	399
Masbate	7,245	78,805	9.19	20,738	34.94	-----
Mindoro	8,021	87,254	9.19	22,962	34.93	326
Misamis	27,725	229,591	12.08	60,417	45.89	486
Mountain	14,336	313,405	4.57	82,475	17.38	808
Nueva Ecija	28,285	271,125	10.43	71,349	39.64	719
Nueva Vizcaya	6,046	35,838	16.87	9,431	64.11	-----
Occidental Negros	42,841	438,493	9.77	115,393	37.13	2,598
Oriental Negros	21,768	306,170	7.11	80,671	27.02	1,301
Palawan	5,760	84,854	6.79	22,330	25.79	96
Pampanga	27,308	273,662	9.98	72,016	37.92	2,730
Pangasinan	57,549	628,506	9.16	165,396	34.79	1,153
Rizal	24,000	267,834	8.96	70,483	34.05	4,208
Romblon	7,335	70,182	10.45	18,469	39.72	49
Samar	25,045	433,261	5.78	114,016	21.97	372
Sorsogon	16,655	205,892	8.09	54,182	30.74	1,405
Sulu	11,335	211,707	5.35	55,712	20.35	69
Surigao	14,339	137,297	10.44	36,131	39.69	3,194
Tarlac	21,455	189,293	11.33	49,814	43.07	222
Tayabas	31,737	239,942	13.23	63,143	50.26	3,050
Union	21,881	171,367	12.77	45,097	48.52	2,299
Zambales	12,067	90,903	13.27	23,922	50.44	719
Zamboanga	11,914	170,663	6.98	44,911	26.53	1,215
Total	1,057,704	11,568,994	9.18	3,044,471	34.86	88,001
Central Luzon Agricultural School	759	-----	-----	-----	-----	-----
Philippine Nautical School	36	-----	-----	-----	-----	-----
Philippine Normal School	2,122	-----	-----	-----	-----	-----
Philippine School of Arts and Trades	904	-----	-----	-----	-----	-----
Grand total	1,061,525	11,568,994	9.18	3,044,471	34.86	88,001

^a The figures for total population by divisions were obtained from the Office of Vital Statistics of the Philippine Health Service, Manila.

A summary showing for the last five years the total annual public school enrolment and the percentage of school population enrolled in public schools.

Year	Annual Enrolment in Public Schools (September)	Total Population	Percentage of Total Population Enrolled in Public Schools ^c	Schools Population ^b	Percentage of School Population Enrolled in Public Schools ^c	Annual Enrolment in Private Schools (July)
1922.....	1,073,858	10,899,925	9.85	2,868,375	37.44	59,969
1923.....	1,111,742	11,067,117	10.05	2,912,399	38.17	64,729
1924.....	1,111,566	11,234,409	9.89	2,956,423	37.60	67,576
1925.....	1,096,758	11,401,701	9.62	3,000,447	36.55	^d 82,526
1926.....	1,061,525	11,568,994	9.18	3,044,721	34.86	^d 88,001

^b The school population is estimated by dividing the total population by 3.8, which is the ratio of the total population 6-17 years of age in the Islands as reported by the 1918 Census to the total population of the Islands reported at the same time.

^c The percentages for previous years, as given in previous annual reports of this Bureau, have been revised on the basis of the population data supplied by the Philippine Health Service.

^d December.

No. II.—Average Monthly Enrolment, Average Daily Attendance, and Percentage of Attendance

A table showing, by divisions and for the Islands, the average monthly enrolment, the average daily attendance, and the percentage of attendance for the school year 1925-26.

Division	Primary			Intermediate			Secondary			Total		
	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance
Abra	4,959	4,556	91.87	1,294	1,223	94.51	625	599	95.84	6,878	6,378	92.73
Agusan	6,911	5,899	85.36	1,000	888	88.80	189	178	94.18	8,100	6,965	85.99
Albay	21,966	21,173	96.39	3,292	3,111	94.50	1,032	1,007	97.58	26,290	25,291	96.20
Antique	10,924	10,253	93.86	1,907	1,768	92.71	530	508	95.85	13,361	12,529	93.77
Bataan	4,538	4,409	97.16	1,121	1,088	97.06	375	357	95.20	6,034	5,854	97.02
Batanes	708	653	92.23	233	216	92.70	71	68	95.77	1,012	937	92.59
Batangas	19,662	18,957	96.31	4,068	3,894	95.72	1,168	1,148	98.29	24,898	23,979	96.31
Bohol	32,822	30,233	92.11	5,125	4,784	93.35	1,198	1,160	96.83	39,145	36,177	92.42
Bukidnon	3,283	2,866	87.30	486	438	90.12	100	92	92.00	3,869	3,396	87.77
Bulacan	25,038	24,366	97.32	4,319	4,199	97.22	958	919	95.93	30,315	29,484	97.26
Cagayan	15,741	15,655	98.51	3,392	3,225	95.08	914	868	94.97	21,047	19,748	93.83
Camagines Norte	4,203	4,019	95.62	835	801	95.93	318	294	92.45	5,356	5,114	95.46
Camagines Sur	13,975	13,150	94.10	2,599	2,424	93.27	1,007	964	95.73	17,553	16,538	94.07
Capiz	20,571	13,176	63.22	4,022	3,782	94.28	869	820	93.02	25,561	23,888	93.88
Cavite	13,097	12,704	97.00	2,694	2,539	96.47	951	934	98.21	16,742	16,237	96.99
Cebu	51,316	48,132	93.80	10,481	10,023	95.63	2,871	2,813	97.98	64,668	60,968	94.28
Cotabato	3,412	4,398	81.26	560	480	85.71	108	100	92.59	6,080	4,978	81.88
Davao	6,487	5,142	79.27	556	455	87.23	92	86	93.48	7,135	5,713	80.07
Ilocos Norte	18,201	17,037	93.60	4,223	4,016	95.10	2,151	2,038	95.68	24,575	23,111	94.04
Ilocos Sur	19,123	18,240	95.38	4,901	4,631	94.49	2,288	2,191	95.76	26,312	25,062	95.25
Iloilo	36,912	35,977	97.47	8,086	7,848	97.05	2,544	2,463	96.82	47,542	46,288	97.36
Isabela	10,736	10,427	97.12	2,803	2,655	94.72	1,064	1,012	95.11	14,603	14,094	96.51
Laguna	21,952	20,793	94.72	4,907	4,706	95.90	953	940	98.64	27,812	26,439	95.06
Lanao	2,954	2,564	86.80	612	502	82.03	145	135	93.10	3,711	3,201	86.26
Leyte	46,030	44,099	95.80	6,545	6,205	94.81	1,371	1,319	96.21	53,946	51,623	95.69

Manila.....	33,479	32,982	98.52	15,544	97.43	6,386	97.71	55,409	54,366	98.12
Marinduque.....	5,706	5,436	95.27	1,311	1,253	348	93.64	7,963	7,013	95.25
Masbate.....	5,997	5,747	95.83	1,057	1,007	172	83.14	7,296	6,897	95.45
Mindoro.....	6,356	5,934	93.36	1,063	1,013	294	95.92	7,713	7,299	93.72
Misamis.....	23,288	22,461	96.45	2,773	2,655	306	92.46	26,366	25,398	96.33
Mountain.....	11,890	10,281	86.47	1,840	1,625	640	97.50	14,370	12,580	87.20
Nueva Ecija.....	21,227	20,110	94.74	5,285	5,083	1,229	93.82	27,741	26,298	94.80
Nueva Vizcaya.....	2,550	2,429	95.25	5,700	5,658	360	92.73	3,610	3,421	94.76
Occidental Negros.....	33,193	32,152	96.56	5,714	5,446	655	93.44	39,662	38,210	96.58
Oriental Negros.....	17,183	16,786	91.87	2,873	2,697	720	97.36	20,776	19,184	92.34
Palawan.....	4,893	4,117	85.19	864	762	215	94.88	5,912	5,083	85.98
Pampanga.....	20,514	19,463	94.88	3,921	3,749	1,516	94.72	26,561	24,648	94.98
Pangasinan.....	39,379	38,387	97.48	12,374	12,374	4,366	99.27	56,470	55,096	97.57
Rizal.....	17,220	16,661	96.46	3,205	3,106	948	96.62	21,373	20,683	96.77
Romblon.....	5,454	5,057	92.72	1,120	1,080	316	98.42	6,890	6,448	93.58
Samar.....	19,022	17,819	93.68	3,568	3,351	528	95.64	23,118	21,675	93.76
Sorsogon.....	13,743	13,165	95.79	3,209	3,043	823	96.48	17,775	17,002	95.65
Sulu.....	9,637	8,577	89.00	692	606	78	92.31	10,407	9,255	88.93
Surigao.....	12,439	11,011	88.52	920	815	214	90.19	13,573	12,019	88.55
Tarlac.....	15,559	15,031	96.61	3,901	3,801	1,158	95.77	20,618	19,941	96.72
Tayabas.....	24,929	24,205	97.10	4,705	4,575	742	94.74	30,376	29,483	97.06
Union.....	16,691	15,840	94.90	4,305	4,056	1,858	96.45	22,854	21,688	94.90
Zambales.....	8,786	8,413	95.75	2,396	2,349	481	96.67	11,663	11,227	96.26
Zamboanga.....	9,038	7,583	83.90	1,405	1,312	237	94.51	10,680	9,119	85.38
Total.....	796,634	753,505	94.59	165,157	157,713	48,599	96.48	1,010,390	957,904	94.81
Central Luzon Agricultural School.....						703	95.31	703	670	95.31
Philippine Nautical School.....						28	100.00	28	28	100.00
Philippine Normal School.....	512	500	97.66	278	270	1,411	98.72	2,201	2,163	98.27
Philippine School of Arts and Trades.....						681	89.57	681	610	89.57
Grand total.....	797,146	754,005	94.59	165,435	157,783	51,422	96.43	1,014,003	961,375	94.81

A summary showing for the Islands the percentage of attendance for the last five school years.

School Year	Primary	Inter-mediate	Secondary	Total	School Year	Primary	Inter-mediate	Secondary	Total
1921-22	98.06	94.63	95.77	93.32	1924-25	93.82	95.23	96.62	94.17
1922-23	93.27	94.91	96.14	93.57	1925-26	94.59	95.37	96.43	94.81
1923-24	92.90	94.55	95.45	93.23					

No. III.—*Primary, Intermediate, and Secondary Enrolment and Percentage of Enrolment*

A table showing, by divisions and for the Islands, the primary, intermediate, and secondary enrolment and percentage of enrolment for the month of September, 1926.

Division	Primary		Intermediate		Secondary		Total enrolment
	Enrolment	Per-centage	Enrolment	Per-centage	Enrolment	Per-centage	
Abra.....	4,978	70.69	1,344	19.08	720	10.23	7,042
Agusan.....	6,437	81.10	1,240	15.63	260	3.27	7,937
Albay.....	22,382	82.28	3,640	13.38	1,179	4.34	27,201
Antique.....	9,452	81.12	1,640	14.08	559	4.80	11,651
Bataan.....	4,362	74.04	1,146	19.45	383	6.51	5,891
Batanes.....	628	69.16	180	19.82	100	11.02	908
Batangas.....	19,688	77.75	4,385	17.32	1,249	4.93	25,322
Bohol.....	33,969	85.27	4,597	11.54	1,269	3.19	39,835
Bukidnon.....	3,385	83.05	549	13.47	142	3.48	4,076
Bulacan.....	24,449	79.73	5,165	16.84	1,050	3.43	30,664
Cagayan.....	16,246	78.66	3,446	16.68	961	4.66	20,653
Camarines Norte.....	3,995	80.40	719	14.48	255	5.12	4,969
Camarines Sur.....	13,878	79.54	2,584	14.81	986	5.65	17,448
Capiz.....	21,131	78.54	4,689	17.43	1,086	4.03	26,906
Cavite.....	13,311	77.31	2,902	16.86	1,004	5.83	17,217
Cebu.....	49,377	77.70	10,751	16.92	3,422	5.38	63,550
Cotabato.....	4,644	84.95	705	12.89	118	2.16	5,467
Davao.....	6,920	89.00	690	8.88	165	2.12	7,775
Ilocos Norte.....	17,976	72.48	4,521	18.23	2,303	9.29	24,800
Ilocos Sur.....	18,374	71.00	5,046	19.50	2,460	9.50	25,880
Iloilo.....	38,739	76.85	8,668	17.20	2,999	5.95	50,406
Isabela.....	10,522	71.67	3,084	21.01	1,074	7.32	14,680
Laguna.....	22,073	77.27	5,516	19.31	977	3.42	28,566
Lanao.....	2,580	77.83	579	17.46	156	4.71	3,315
Leyte.....	48,569	83.54	7,696	13.24	1,872	3.22	58,137
Manila.....	32,921	57.76	16,534	29.01	7,540	13.23	56,995
Marinduque.....	5,682	78.87	1,101	15.28	421	5.85	7,204
Masbate.....	5,905	82.90	965	13.55	253	3.55	7,123
Mindoro.....	6,360	81.64	1,097	14.08	333	4.28	7,790
Misamis.....	23,316	85.42	3,623	13.28	355	1.30	27,294
Mountain.....	10,644	77.38	2,417	17.57	695	5.05	13,756
Nueva Ecija.....	20,004	73.64	5,796	21.34	1,364	5.02	27,164
Nueva Vizcaya.....	4,131	74.41	998	17.97	423	7.62	5,552
Occidental Negros.....	33,536	81.72	6,514	15.87	990	2.41	41,040
Oriental Negros.....	16,491	79.81	3,308	16.01	863	4.18	20,662
Palawan.....	4,339	79.54	861	15.78	255	4.68	5,455
Pampanga.....	20,262	77.07	4,343	16.52	1,686	6.41	26,291
Pangasinan.....	39,685	69.64	12,303	21.59	4,996	8.77	56,984
Rizal.....	17,536	78.84	3,674	16.52	1,032	4.64	22,242
Romblon.....	5,523	77.38	1,233	17.27	382	5.35	7,138
Samar.....	19,038	78.79	4,310	17.83	816	3.38	24,164
Sorsogon.....	12,561	78.63	2,732	17.10	682	4.27	15,975
Sulu.....	9,941	91.14	830	7.61	136	1.25	10,907
Surigao.....	12,611	90.45	1,115	8.00	217	1.55	13,943
Tarlac.....	15,657	75.29	4,036	19.41	1,101	5.30	20,794
Tayabas.....	24,487	79.93	5,327	17.39	822	2.68	30,636
Union.....	15,800	73.81	3,993	18.65	1,614	7.54	21,407
Zambales.....	9,223	77.50	2,179	18.31	499	4.19	11,901
Zamboanga.....	9,394	83.93	1,517	13.55	281	2.52	11,192
Total.....	793,112	77.46	176,288	17.22	54,505	5.32	1,023,905
Central Luzon Agricultural School.....					753	100.00	753
Philippine Nautical School.....					32	100.00	32
Philippine Normal School.....	515	24.99	264	12.81	1,282	62.20	2,061
Philippine School of Arts and Trades.....					795	100.00	795
Grand total.....	793,627	77.23	176,552	17.18	57,367	5.59	1,027,546

A summary showing, for the Islands, the enrolment and percentage of enrolment by grades and by sexes during the month of September, 1926.

Grades	Boys	Girls	Total	Percentage of total enrolment
Primary:				
Grade I	161,499	127,723	289,222	28.14
Grade II	117,591	89,669	207,260	20.17
Grade III	94,644	70,989	165,633	16.12
Grade IV	77,611	53,901	131,512	12.80
Total	451,345	342,282	793,627	77.23
Intermediate:				
Grade V	51,214	29,648	80,862	7.87
Grade VI	34,505	20,145	54,650	5.32
Grade VII	25,684	15,356	41,040	3.99
Total	111,403	65,149	176,552	17.18
Total Elementary	562,758	407,431	970,179	94.41
Secondary:				
First year	14,092	8,526	22,618	2.20
Second year	9,897	6,019	15,916	1.55
Third year	7,076	3,894	10,970	1.07
Fourth year	5,203	2,660	7,863	.77
Total	36,268	21,099	57,367	5.59
Grand total	599,016	428,530	1,027,546	100.00

A summary showing, for the Islands, for the last five years, the percentage of the total enrolment in primary, intermediate, and secondary grades, based on the enrolment for the month of September for each year.

Year	Primary	Inter- mediate	Secondary	Total
1922	83.31	13.66	3.03	100.00
1923	81.93	14.43	3.64	100.00
1924	80.03	15.54	4.43	100.00
1925	78.70	16.29	5.01	100.00
1926	77.23	17.18	5.59	100.00

No. IV.—*Enrolment and Percentage of Enrolment of Intermediate Pupils by Courses*

A table showing, by divisions and for the Islands, the enrolment of intermediate pupils by courses, based on the monthly enrolment for September, 1926.

Division	Enrolment				General			Trade		Farming		Total	
	Boys		Girls		Total	Percentage		Enrol- ment	Percent- age	Enrol- ment	Percent- age		
	Boys	Girls	Boys	Girls									
Abra.....	890	401	1,291	66.22	29.84	96.06			53	3.94	943	401	1,344
Agusan.....	553	462	1,015	44.60	37.25	81.85			225	18.15	778	462	1,240
Albay.....	1,995	1,277	3,272	54.81	35.08	89.89	140	3.85	224	6.26	2,363	1,277	3,640
Antique.....	966	608	1,564	58.29	37.07	95.36	76	4.64			1,032	608	1,640
Bataan.....	780	366	1,146	68.06	31.94	100.00					780	366	1,146
Batanes.....	130	50	180	73.08	26.92	100.00					130	50	180
Batangas.....	2,898	1,409	4,307	66.09	32.13	98.22	78	1.78			2,976	1,409	4,385
Bohol.....	2,649	1,853	4,502	57.63	40.31	97.94	82	1.78	13	.28	2,744	1,853	4,597
Bukidnon.....	41	184	225	7.47	33.52	40.99	47	8.56	277	50.45	365	184	549
Bulacan.....	3,435	1,699	5,134	65.51	32.89	99.49	31	.60			3,466	1,699	5,165
Cagayan.....	2,050	1,204	3,254	59.49	34.94	94.43	192	5.57			2,242	1,204	3,446
Camagines Norte.....	466	253	719	64.81	35.19	100.00					466	253	719
Camagines Sur.....	1,644	892	2,536	63.62	34.52	98.14	48	1.86			1,692	892	2,584
Capiz.....	2,706	1,829	4,535	57.71	39.01	96.72	73	1.55	81	1.73	2,860	1,829	4,689
Cavite.....	1,854	989	2,843	63.89	34.08	97.97			59	2.03	1,913	989	2,902
Cebu.....	6,597	3,975	10,572	61.36	36.97	98.33	179	1.67			6,776	3,975	10,751
Cotabato.....	210	227	437	29.79	32.20	61.99			268	38.01	478	227	705
Davao.....	435	183	618	63.05	26.52	89.57			72	10.43	507	183	690
Ilocos Norte.....	2,196	2,007	4,203	48.57	44.39	92.96	108	2.39	210	4.65	2,514	2,007	4,521
Ilocos Sur.....	2,988	1,804	4,792	59.22	35.75	94.97	84	1.66	170	3.37	3,242	1,804	5,046
Iloilo.....	5,343	3,325	8,668	61.64	38.36	100.00					5,343	3,325	8,668
Isabela.....	1,355	1,108	2,463	43.94	35.98	79.87			621	20.13	1,976	1,108	3,084
Laguna.....	3,464	2,082	5,546	62.80	37.20	100.00					3,464	2,082	5,546
Lanao.....	2,999	212	3,211	51.64	36.62	88.26			68	11.74	3,367	212	3,579
Leyte.....	3,892	3,573	7,465	50.57	46.43	97.00	231	3.00			4,123	3,573	7,696
Manila.....	9,870	6,664	16,534	59.70	40.30	100.00					9,870	6,664	16,534
Marinduque.....	721	380	1,101	65.49	34.51	100.00					721	380	1,101
Masbate.....	654	311	965	67.77	32.23	100.00					654	311	965
Mindoro.....	690	407	1,097	82.90	37.10	100.00					690	407	1,097
Misamis.....	1,995	1,623	3,618	55.06	44.94	100.00					1,995	1,623	3,623

Mountain.....	1,056	562	1,618	43.69	23.25	66.94	799	33.06	1,855	562	2,417
Nueva Ecija.....	3,704	2,092	5,796	63.91	36.09	100.00	123	12.32	3,704	2,092	5,796
Nueva Vizcaya.....	524	351	875	52.51	35.17	87.68	147	1.19	647	351	998
Occidental Negros.....	3,889	2,625	6,514	40.30	40.30	100.00	76	2.30	3,889	2,625	6,514
Oriental Negros.....	1,919	1,313	3,232	58.01	39.69	97.70			1,995	1,313	3,308
Palawan.....	618	229	847	71.78	26.59	98.37	14	1.63	632	229	861
Pampanga.....	3,041	1,302	4,343	70.02	29.98	100.00			3,041	1,302	4,343
Pangasinan.....	7,763	4,073	11,841	63.14	33.11	96.25	315	2.56	8,230	4,073	12,303
Rizal.....	2,435	1,239	3,674	66.28	33.72	100.00	130	10.54	2,435	1,239	3,674
Romblon.....	675	428	1,103	54.75	34.71	89.46			805	428	1,233
Samar.....	2,394	1,732	4,126	55.55	40.18	95.73	68	1.58	2,578	1,732	4,310
Sorsogon.....	1,584	1,111	2,695	57.98	40.67	98.65	37	1.35	1,621	1,111	2,732
Sulu.....	556	156	712	66.99	18.80	85.79	118	14.21	674	156	830
Surigao.....	676	439	1,115	60.63	39.37	100.00			676	439	1,115
Tarlac.....	2,702	1,334	4,036	66.95	33.05	100.00			2,702	1,334	4,036
Tayabas.....	3,149	2,059	5,208	59.12	38.65	97.77	119	2.23	3,268	2,059	5,327
Union.....	2,601	1,338	3,939	65.14	33.51	98.65	54	1.35	2,655	1,338	3,993
Zambales.....	1,203	747	1,950	55.21	34.28	89.49	85	3.90	1,432	747	2,179
Zamboanga.....	764	567	1,331	50.36	37.38	87.74	139	9.16	950	567	1,517
Total.....	105,014	65,029	170,043	59.67	36.89	96.46	2,201	1.25	111,259	65,029	176,288
Philippine Normal School.....	144	120	264	54.55	45.45	100.00			144	120	264
Grand total.....	105,158	65,149	170,307	59.56	36.90	96.46	2,201	1.25	111,403	65,149	176,552

A summary showing, for the Islands, for the last five years, the percentage of enrolment of intermediate pupils by courses, based on the monthly enrolment for September of each year.

Year	Percentages of Enrolment				Year	Percentages of Enrolment		
	General	Trade	Farming	House-keeping and Household Arts		General	Trade	Farming and Household Arts
1922.....	73.81	2.58	2.21	21.40	1925.....	96.56	1.46	1.98
1923.....	76.98	2.15	2.08	18.79	1926.....	96.46	1.25	2.29
1924.....	96.38	1.64	1.98	(*)				(*)

* Combined with the General Course.

No. V.—Enrolment and Percentage of Enrolment of Secondary Students by Courses

A table showing, by divisions and for the Islands, the enrolment of secondary students by courses, based on the monthly enrolment for September, 1926.

Division	General						Normal					
	Enrolment			Percentage			Enrolment			Percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra.....	395	241	636	54.86	33.47	88.33						
Agusan.....	118	63	181	45.38	24.23	69.61						
Albay.....	617	217	834	52.33	18.41	70.74	105	240	345	8.91	20.35	29.26
Antique.....	309	250	559	55.28	44.72	100.00						
Bataan.....	253	130	383	66.06	33.94	100.00						
Batanes.....	72	28	100	72.28	27.72	100.00						
Batangas.....	831	344	1,175	66.53	27.54	94.08						
Bohol.....	729	127	856	57.44	10.01	67.45						
Bukidnon.....							23	27	50	16.20	19.01	35.21
Bulacan.....	693	303	996	63.00	28.86	94.86						
Cagayan.....	537	186	723	55.88	19.35	75.23	59	161	220	6.14	16.75	22.89
Camarines Norte.....	159	96	255	62.35	37.65	100.00						
Camarines Sur.....	375	172	547	38.03	17.45	55.48	75	89	164	7.60	9.03	16.63
Capiz.....	573	345	918	52.76	31.77	84.53	31	121	152	2.85	11.14	13.99
Cavite.....	567	349	916	55.47	34.76	91.23						
Cebu.....	1,810	690	2,500	52.89	20.16	73.05	293	521	814	8.56	15.23	23.79
Cotabato.....	49	32	81	41.52	27.12	68.64						
Davao.....	121	44	165	73.33	26.67	100.00						
Ilocos Norte.....	869	683	1,552	37.30	23.66	66.96	171	475	646	7.42	20.63	28.05
Ilocos Sur.....	883	710	1,593	35.89	23.86	64.75	123	251	374	5.00	10.20	15.20
Iloilo.....	1,564	834	2,398	52.15	27.81	79.96	147	420	567	4.90	14.00	18.90
Isabela.....	494	349	843	46.00	32.49	78.49						
Laguna.....	610	279	889	62.44	28.55	90.99						
Lanao.....	75	41	116	48.08	26.28	74.36						
Leyte.....	692	368	1,060	36.96	19.66	56.62	57	69	126	3.04	3.69	6.73
Manila.....												
Marinduque.....	4,037	3,004	7,041	53.54	39.34	93.88						
Masbate.....	242	179	421	57.48	42.52	100.00						
Mindoro.....	187	66	253	73.91	26.09	100.00						
Misamis.....	226	107	333	67.87	32.13	100.00						
	221	134	355	62.25	37.75	100.00						

178	58	236	25.61	8.34	33.95	88	102	190	12.66	14.08	27.34
Mountain.....	388	1,364	71.55	28.45	100.00	51	97	148	12.06	22.98	34.99
Nueva Ecija.....	40	172	31.21	9.45	40.66						
Nueva Vizcaya.....	633	980	63.94	35.06	100.00						
Occidental Negros.....	123	628	58.52	14.25	72.77						
Oriental Negros.....											
Palawan.....	139	255	74.12	25.88	100.00						
Pampanga.....	936	1,208	55.52	16.13	71.65						
Pangasinan.....	2,201	2,463	44.06	5.24	49.80	910	647	1,557	18.21	12.95	31.16
Rizal.....	703	274	68.12	26.55	94.67						
Romblon.....	229	365	59.96	32.98	92.98						
Samar.....	295	390	28.80	13.99	47.79	53	66	119	6.50	8.08	14.58
Sorsogon.....	354	695	51.90	32.74	91.64						
Sulu.....	102	136	73.80	23.00	100.00						
Surigao.....	145	217	66.82	33.18	100.00						
Tarlac.....	619	760	66.22	12.81	69.03	66	76	142	5.99	6.90	12.89
Tayabas.....	564	822	68.61	31.39	100.00						
Union.....	922	1,565	57.13	39.83	96.96						
Zambales.....	349	499	69.94	30.06	100.00						
Zamboanga.....	93	106	33.09	4.63	37.72	84	62	146	29.89	22.06	51.95
Total	28,363	42,437	52.02	25.81	77.83	2,336	3,424	5,760	4.27	6.28	10.55
Central Luzon Agricultural School											
Philippine Nautical School											
Philippine Normal School						494	591	1,085	38.53	46.10	84.63
Philippine School of Arts and Trades											
Grand total	28,363	42,437	49.43	24.53	73.96	2,830	4,015	6,845	4.93	7.00	11.93

No. V.—Enrolment and Percentage of Enrolment of Secondary Students by Courses—Continued

[illegible]

Mountain.....						268	38.56					1	.15	534	161	693
Nueva Ecija.....														976	388	1,364
Nueva Vizcaya.....						85	20.09					18	4.26	268	155	423
Occidental Negros.....														633	357	990
Oriental Negros.....												235	27.23	505	358	863
Palawan.....														189	66	255
Pampanga.....						122	7.24	159	9.43			197	11.68	1,217	469	1,686
Pangasinan.....						143	2.86							3,254	1,742	4,996
Rizal.....												55	5.33	703	329	1,032
Romblon.....								27	7.07					256	126	382
Samar.....						55	6.74	224	27.45			28	3.44	567	249	816
Sorsogon.....						57	8.36							411	271	682
Sulu.....														102	34	136
Surigao.....														145	72	217
Tarlac.....						59	5.36					140	12.72	744	357	1,101
Tayabas.....														564	258	822
Union.....						49	3.04							971	643	1,614
Zambales.....														349	150	499
Zamboanga.....						29	10.33							206	75	281
Total.....	491	120	611	.90	.22	1,171	2.14	1,833	3.36			2,693	4.94	34,194	20,311	54,505
Central Luzon Agricultural School.....																753
Philippine Nautical School.....								753	100.00					753		32
Philippine Normal School.....										32	100.00					788
Philippine School of Arts and Trades.....						795	100.00					197	15.37	494		795
Grand total.....	491	120	611	.86	.21	1,966	3.43	2,586	4.51	32	.06	2,890	5.04	36,268	21,099	57,367

A summary showing, for the Islands, for the last five years, the percentage of enrolment of secondary pupils by courses, based on the enrolment for the month of September of each year.

PERCENTAGES OF ENROLMENT

Course	Year				
	1922	1923	1924	1925	1926
General	74.89	74.88	73.92	75.26	73.96
Normal	13.04	13.27	13.29	12.09	11.93
Commercial	0.99	1.17	1.26	1.08	1.07
Trade	2.68	2.53	2.37	2.63	3.43

Tarlac	16	6,179	5,253	926	15	4,194	3,646	548	13	3,505	3,022	483	14	2,942	2,476	466	16	2,058	1,655	403	20
Abay	17	8,573	7,477	1,196	14	6,636	5,572	1,064	16	4,900	3,940	960	20	3,644	2,991	753	21	1,838	1,448	392	21
Capiz	17	8,145	6,707	1,438	18	5,772	4,923	849	15	4,750	3,961	789	17	3,690	3,126	564	15	2,090	1,653	437	21
Oriental Negros	17	8,085	6,939	1,486	18	7,253	6,614	639	15	3,482	2,871	591	17	2,998	2,385	563	19	1,571	1,283	286	18
Tayabas	17	9,014	7,268	1,746	18	7,411	6,301	1,110	15	6,136	5,051	1,085	18	4,545	3,741	804	18	2,446	2,024	422	17
Bukidnon	19	1,644	1,360	284	17	921	786	135	15	821	676	145	18	715	575	140	20	386	238	148	38
Mindoro	19	3,627	2,901	694	23	1,845	1,603	242	13	1,414	1,130	284	20	899	724	175	19	544	441	103	19
Palawan	20	7,058	5,801	1,557	22	5,060	4,112	938	19	4,082	3,276	806	20	3,011	2,408	603	20	1,679	1,334	345	21
Ilocos Norte	20	6,871	5,170	1,701	25	4,865	3,903	962	20	4,887	3,922	965	20	3,471	2,840	631	18	2,221	1,719	502	23
Nueva Vizcaya	20	1,015	793	129	22	730	601	129	18	727	590	137	19	605	494	111	18	380	316	64	17
Union	20	5,704	4,783	921	16	4,622	4,021	601	13	4,135	3,498	637	18	3,713	3,164	549	15	2,510	1,372	1,138	45
Bohol	21	14,216	11,551	2,665	19	9,771	7,869	1,902	19	7,053	5,427	1,626	23	4,931	3,719	1,212	25	2,649	1,970	679	26
Camarines Sur	21	5,974	4,750	1,224	20	3,989	3,179	810	20	3,059	2,355	704	23	2,529	1,976	553	22	1,365	1,009	356	26
Occidental Negros	21	13,697	10,415	3,282	24	9,262	7,510	1,752	19	7,392	5,963	1,429	19	6,284	4,971	1,313	21	3,162	2,420	742	23
Surigao	21	7,334	5,758	1,576	21	3,123	2,569	554	18	2,283	1,791	492	22	1,486	1,132	354	24	540	395	145	27
Cotabato	22	3,313	2,599	714	22	1,675	1,333	342	20	1,202	929	273	23	783	608	175	22	346	254	92	27
Sorsogon	22	5,033	3,873	1,160	23	4,077	3,163	914	22	3,454	2,589	865	25	2,657	1,964	693	26	1,562	1,235	327	21
Zamboanga	22	4,202	3,450	752	18	2,819	2,181	638	23	2,151	1,613	538	25	1,780	1,426	354	20	820	523	297	36
Agusan	23	3,804	2,985	819	22	1,705	1,334	371	22	1,604	1,237	367	23	1,291	955	336	26	669	482	187	28
Davao	23	3,853	2,864	989	26	1,944	1,518	426	22	1,377	1,122	255	19	899	717	182	20	348	248	100	29
Camarines Norte	25	1,717	1,246	471	27	1,217	940	277	23	1,135	843	292	26	836	631	255	29	462	342	120	26
Samar	25	7,867	5,861	2,006	25	5,226	3,989	1,237	24	4,684	3,488	1,176	25	4,245	3,055	1,190	28	2,227	1,586	641	29
Palawan	32	2,486	1,555	931	37	1,413	1,051	362	26	1,171	796	375	32	1,087	690	347	33	487	320	167	34
Lanao	38	1,338	807	531	40	1,018	632	386	38	906	542	364	40	627	367	260	41	396	238	158	40
Total	16	314,911	263,624	51,287	16	224,867	193,141	31,726	14	185,162	155,880	29,282	16	145,857	121,531	24,326	17	84,459	68,746	15,713	19
Central Luzon	4																				
Philippine Nautical School	5																				
Philippine Normal School	8	140	117	23	16	124	116	8	6	154	140	14	9	95	87	8	8	144	127	17	12
Philippine School of Arts and Trades	22																				
Grand total	16	315,051	263,741	51,310	16	224,991	193,257	31,734	14	185,316	156,020	29,296	16	145,952	121,618	24,334	17	84,603	68,873	15,730	19

Cagayan.....	1,215	1,049	166	14	926	773	153	17	481	378	103	21	251	198	53	21	176	155	21	12	83	77	6	7
Ilocos Norte.....	1,368	1,111	257	19	1,042	901	141	14	584	768	216	22	631	539	92	15	428	368	60	14	300	281	19	6
Nueva Vizcaya.....	243	183	60	25	223	182	41	18	197	128	69	35	101	89	12	12	68	53	15	22	48	43	5	10
Union.....	1,907	1,227	680	37	1,390	995	395	28	802	690	112	14	569	506	63	11	329	300	29	9	246	229	17	7
Bohol.....	1,707	1,365	342	20	1,375	1,099	276	20	825	605	220	27	326	284	42	13	127	110	17	13	56	53	3	5
Camarines Sur.....	1,910	1,709	201	22	686	538	148	22	414	329	85	21	357	306	51	14	231	181	50	22	107	101	6	6
Occidental Negros.....	1,844	1,498	346	19	1,421	1,169	252	18	301	285	16	5	136	131	5	4	164	149	5	3	84	82	2	2
Surigao.....	299	229	70	23	204	155	49	24	143	101	42	29	57	42	15	3	25	21	4	16	16	14	2	13
Cotabato.....	223	172	51	23	110	90	20	18	93	77	16	17	36	35	1	3								
Sorsogon.....	1,238	1,035	203	16	812	705	107	13	492	418	74	15	284	248	36	13	97	82	15	15	65	64	1	2
Zamboanga.....	495	387	108	22	306	279	27	9	150	95	55	37	66	54	12	18	51	44	7	14	37	34	3	8
Agusan.....	346	266	80	23	185	144	41	22	141	114	27	19	46	41	5	11	23	23						
Davao.....	181	150	31	17	128	113	15	12	49	42	7	14	36	33	3	8	17	15	2	12				
Camarines Norte.....	322	238	84	26	241	192	49	20	149	130	19	13	104	89	15	14	55	44	11	20	43	32	11	26
Samar.....	1,427	1,072	355	25	775	604	171	22	287	261	26	9	146	136	10	7	82	77	5	6	52	46	6	12
Palawan.....	291	223	68	23	238	171	67	28	126	117	9	7	59	51	8	14	21	19	2	10	20	20		
Lanao.....	223	156	67	30	140	104	36	26	108	84	24	22	37	31	6	16	17	16	1	6				
Total.....	55,830	47,695	8,135	15	41,874	36,266	5,608	13	23,471	19,620	3,851	16	14,443	12,775	1,668	12	9,024	8,100	924	10	5,191	4,903	288	6
Central Luzon Agri-cultural School.....									228	276	12	4	180	171	9	5	156	150	6	4	120	118	2	2
Philippine Nautical School.....																	13	12	1	8	16	15	1	6
Philippine Normal School.....	83	82	1	1	99	85	14	14	53	46	7	13	261	246	15	6	561	516	45	8	612	587	25	4
Philippine School of Arts and Trades.....									325	215	110	34	202	159	43	21	148	135	13	9	92	89	3	3
Grand total.....	55,913	47,777	8,136	15	41,973	36,351	5,622	13	24,137	20,157	3,980	16	15,086	13,351	1,735	12	9,902	8,913	989	10	6,031	5,712	319	5

A summary based on the annual enrolment and the March monthly enrolment of each school year showing the percentage of pupils dropped during the last five school years.

School Year	Percentage Dropped			School Year			Percentage Dropped		
	Primary	Intermediate	Total	Primary	Intermediate	Total	Primary	Intermediate	Total
1921-22.....	15.24	11.70	14.72				16.25	14.23	9.52
1922-23.....	15.44	13.56	15.06				15.69	16.16	12.73
1923-24.....	16.49	14.34	15.95						15.62

In Table VI, the divisions are listed according to the percentage of pupils dropped, the division with the smallest percentage being listed first.

The median percentage of withdrawals for the Islands was 15.33.

No. VII.—*Percentage of Pupils Promoted*

A table showing, by grades, by divisions, and for the Islands, the percentage of pupils promoted, based on the monthly enrolment for March, 1926.

Division	All Grades and Years	Percentage Promoted										Total Secondary			
		First Grade	Second Grade	Third Grade	Fourth Grade	Total Primary	Fifth Grade	Sixth Grade	Seventh Grade	Total Intermediate	First Year		Second Year	Third Year	Fourth Year
Isabela.....	94.50	92.74	94.24	95.06	94.73	94.02	99.31	99.75	98.34	99.22	87.42	86.25	89.41	89.66	87.70
Marinduque.....	92.26	88.46	93.41	96.48	91.93	92.50	90.16	94.44	93.04	92.29	78.92	95.40	100.00	100.00	88.43
Sorsogon.....	91.23	86.65	93.90	87.41	94.65	90.15	98.38	98.50	97.45	98.22	85.17	77.02	62.20	92.19	80.91
Manila.....	90.33	90.39	92.52	94.18	93.07	92.55	92.91	89.66	92.99	91.88	67.36	71.87	82.87	96.84	74.43
Nueva Ecija.....	89.72	85.47	89.82	93.17	90.94	89.56	89.24	92.98	94.64	91.77	83.62	84.36	78.35	94.55	83.73
Zambales.....	89.36	81.65	91.14	91.20	92.30	88.11	96.42	95.94	97.92	96.62	68.16	76.74	79.76	93.62	75.32
Union.....	88.88	84.42	91.84	90.59	89.60	88.81	93.80	96.01	92.56	94.21	80.00	75.89	69.00	91.70	78.43
Camarines Norte.....	88.68	83.55	87.98	89.32	95.25	88.03	87.43	90.76	94.27	90.16	93.85	96.63	84.09	90.63	92.88
Pampanga.....	87.94	81.71	85.78	88.49	92.23	85.73	96.26	97.79	98.72	97.33	90.63	83.94	92.39	93.69	93.28
Iloilo.....	87.06	80.22	86.59	88.02	90.92	85.63	93.21	95.65	96.10	94.69	79.52	80.06	87.12	94.40	83.49
Bataan.....	86.04	77.13	85.33	88.98	92.31	84.58	90.22	91.16	93.49	91.19	85.82	91.96	84.75	91.89	88.25
Masbate.....	85.75	79.62	85.23	87.88	92.11	84.29	90.80	96.36	97.44	94.20	94.52	76.00	67.86	93.23	84.87
Cebu.....	85.72	73.87	85.30	83.01	89.24	84.71	94.00	96.94	89.16	93.74	71.01	77.12	66.42	77.16	72.52
Rizal.....	85.65	89.09	85.33	83.96	87.79	83.47	93.79	98.50	97.19	96.11	86.72	83.05	96.74	94.59	88.78
Camarines Sur.....	85.60	78.57	87.57	86.03	89.07	84.03	88.21	92.38	87.73	89.41	97.57	97.39	95.03	100.00	97.81
Ilocos Sur.....	85.60	76.34	88.58	85.85	86.99	83.56	90.08	94.72	93.70	92.38	86.43	87.58	86.41	98.87	88.33
Batangas.....	85.54	75.51	86.06	90.05	91.45	83.88	92.42	95.59	94.29	93.88	83.37	83.47	78.09	95.04	83.83
Bulacan.....	84.92	75.68	82.03	86.90	91.40	82.72	96.10	97.09	97.00	96.63	79.23	77.00	86.87	89.25	80.44
Mindoro.....	84.08	74.34	84.84	84.69	93.37	81.66	93.20	98.69	96.94	95.79	89.31	95.51	100.00	100.00	93.45
Cavite.....	83.77	76.90	81.51	84.74	87.69	81.60	92.71	88.02	93.30	91.42	88.92	95.08	96.00	89.52	92.03
Capiz.....	83.71	77.38	82.65	85.61	86.95	82.11	88.26	94.82	95.45	92.04	80.80	82.33	82.61	92.86	82.89
Oriental Negros.....	83.48	71.34	86.55	89.66	89.81	81.11	93.07	100.00	94.66	95.45	89.49	91.63	86.96	95.56	90.28
Palawan.....	83.36	65.34	84.68	92.46	93.48	80.33	97.91	95.07	100.00	97.48	95.73	92.16	94.74	95.00	94.69
Romblon.....	83.36	76.64	83.47	83.90	85.48	81.64	87.90	94.14	96.51	91.67	88.41	86.76	69.23	85.00	83.51
Albay.....	82.88	78.52	83.70	83.22	83.98	81.70	89.14	89.93	94.57	90.55	82.60	84.67	78.31	93.62	83.44
Laguna.....	82.50	75.05	83.16	84.03	86.03	80.65	91.12	92.13	92.84	91.88	74.08	75.64	74.23	94.94	76.46
Occidental Negros.....	82.24	71.67	81.26	85.53	90.42	80.26	91.12	95.38	93.41	92.88	87.02	83.97	83.89	95.12	86.71
Cagayan.....	81.96	77.59	82.83	84.52	83.97	81.49	88.76	85.32	89.91	87.90	65.61	64.14	75.43	71.43	67.70
Tayabas.....	80.61	70.42	80.40	83.79	83.43	78.43	89.53	94.81	93.04	91.41	82.33	87.06	73.08	96.61	83.31
Leyte.....	80.06	69.54	82.28	84.82	90.82	78.17	93.52	94.87	96.98	94.59	81.88	81.82	73.08	84.88	75.36

Misamis.....	79.67	70.03	78.39	88.94	86.56	77.87	93.59	96.21	95.63	94.76	82.31	78.69	84.21	90.48	82.40
Anique.....	79.13	67.72	83.07	78.81	85.78	76.86	87.55	97.86	87.25	91.36	81.33	79.58	90.41	98.11	83.98
Samar.....	78.73	74.46	79.07	78.27	76.87	78.34	84.30	88.34	87.75	86.97	87.36	88.97	87.50	97.83	90.19
Lanao.....	78.57	67.16	80.93	71.96	80.93	75.85	92.44	89.74	91.35	91.87	75.00	88.87	87.50	97.83	78.63
Abra.....	78.17	63.58	81.12	82.32	83.76	76.55	81.13	87.70	88.31	85.06	76.56	74.75	87.25	88.64	78.67
Tarlac.....	77.94	67.60	78.44	79.15	81.38	75.14	87.98	96.26	87.73	90.45	72.86	74.66	87.24	91.15	74.49
Pangasinan.....	74.82	75.87	73.21	73.27	69.99	73.32	74.09	79.46	76.25	76.23	80.73	85.69	85.55	86.32	83.88
Bohol.....	73.05	61.09	74.69	77.43	82.12	70.67	86.24	89.82	88.99	88.02	68.93	83.10	74.55	82.45	74.52
Iloilo Norte.....	72.15	61.12	71.36	71.70	77.71	69.24	73.53	82.47	84.57	78.80	81.77	79.59	87.50	95.02	84.15
Nueva Vizcaya.....	70.73	82.42	73.04	68.47	66.80	67.31	75.95	81.82	81.42	77.71	80.47	75.28	83.02	90.70	80.83
Zamboanga.....	70.55	58.87	77.40	78.05	67.74	68.56	96.56	78.81	67.72	82.84	82.11	68.52	88.64	97.06	82.38
Batanes.....	68.18	57.92	63.93	72.60	70.45	64.72	78.57	84.13	74.67	78.53	61.54	90.91	100.00	---	70.00
Sulu.....	62.56	51.08	70.19	72.10	73.48	61.06	82.83	84.48	87.04	84.04	81.08	65.00	100.00	---	80.28
Agusan.....	61.80	46.13	64.19	68.63	57.18	53.82	83.82	92.48	97.92	88.68	97.37	90.24	100.00	---	96.07
Mountain.....	59.14	36.13	66.32	63.00	69.55	53.80	80.92	95.52	87.01	85.70	85.19	77.22	85.37	96.97	84.44
Cotabato.....	59.09	43.98	66.54	66.09	70.23	56.15	83.36	83.14	90.00	84.69	81.82	91.43	---	---	84.82
Davao.....	58.02	44.17	67.38	65.41	65.41	55.43	81.55	81.00	83.33	83.76	88.10	90.91	100.00	---	91.11
Surigao.....	57.16	45.92	65.67	65.77	62.54	55.26	86.33	75.98	80.00	82.03	64.86	66.67	76.19	85.71	67.98
Bukidnon.....	54.21	38.53	59.92	58.88	53.57	50.07	76.63	80.77	87.67	79.04	91.30	94.12	100.00	---	93.68
Total.....	81.56	72.21	82.35	84.10	85.64	79.62	89.44	92.36	91.43	90.82	79.54	80.84	82.84	92.35	81.88
Central Luzon Agricultural School.....	86.01	---	---	---	---	---	---	---	---	---	80.80	90.64	84.00	94.07	86.01
Philippine Nautical School.....	100.00	---	---	---	---	---	---	---	---	---	---	---	100.00	100.00	100.00
Philippine Normal School.....	93.11	58.03	93.10	81.43	93.48	88.85	65.35	92.68	92.94	80.96	80.43	92.28	85.93	93.70	93.54
Philippine School of Arts and Trades.....	89.13	---	---	---	---	---	---	---	---	---	86.98	84.28	95.56	98.26	89.13
Grand total.....	81.61	72.22	82.36	84.10	85.65	79.63	89.40	92.36	91.44	90.81	79.64	81.21	83.83	94.31	82.39

In the above table, divisions are listed according to the percentage of pupils (of all grades) promoted, the percentage being figured on the basis of March, 1926, monthly enrolment.

The median percentage of pupils promoted for the Islands was 83.69.

A summary showing, for the Islands, for the last five school years, the percentage of primary, intermediate, and secondary promotions, based on the monthly enrolment for March of each year.

School Year	Percentage Promoted			School Year			Percentage Promoted		
	Primary	Intermediate	Secondary	Total	Primary	Intermediate	Secondary	Total	Total
1921-22.....	68.77	74.57	73.96	69.64	74.40	81.29	74.41	75.49	75.49
1922-23.....	69.08	75.20	73.67	70.07	79.63	90.81	82.39	81.61	81.61
1923-24.....	71.69	77.33	76.98	72.73	---	---	---	---	---

No. VIII.—*Size of Classes*

A table showing in percentages, by divisions and for the Islands, the size of classes in primary, intermediate, and secondary departments, based on the monthly enrolment for July, 1926.

Division	Primary			Intermediate			Secondary		
	Percentage of Classes with Enrolment of—								
	(a) More than 50 pupils	(b) 50-30 pupils	(c) Less than 30 pupils	(a) More than 42 pupils	(b) 42-30 pupils	(c) Less than 30 pupils	(a) More than 36 pupils	(b) 36-30 pupils	(c) Less than 30 pupils
Abra.....	12	61	27	29	34	37	80		20
Agusan.....	8	15	77	42	14	44	71	29	
Albay.....	66	32	2	66	24	11	69	62	9
Antique.....	12	35	53	25	53	22	60	40	
Bataan.....	70	23	7	80		20	100		
Batanes.....	5	15	80			100	25		75
Batangas.....	41	55	4	57	23	20	50	50	
Bohol.....	47	48	5	38	42	12	83	7	10
Bukidnon.....	1	11	88	5	67	28			100
Bulacan.....	21	27	52	55	37	8	79	18	3
Cagayan.....	14	33	54	31	46	23	78		22
Camarines Norte.....	27	22	51	29	33	38	43	57	
Camarines Sur.....	62	35	3	50	44	6	51	25	4
Capiz.....	44	49	7	46	30	24	85	7	8
Cavite.....	30	57	13	45	27	27	62	14	24
Cebu.....	17	38	44	50	36	14	92	6	1
Cotabato.....	34	31	35	30	40	30	50	50	
Davao.....	4	6	90	9	9	82	20	60	20
Ilocos Norte.....	15	25	60	54	39	7	94	4	2
Ilocos Sur.....	14	30	56	41	39	20	76	12	12
Iloilo.....	26	34	40	61	33	6	97	3	
Isabela.....	11	53	36	52	41	7			
Laguna.....	21	53	26	54	33	13	96	4	
Lanao.....	5	5	90	13	10	77	40		60
Leyte.....	33	38	29	68	25	7	93		7
Manila.....	7	91	2	68	29	3	93	4	3
Marinduque.....	86	14		35	54	11	58	42	
Masbate.....	37	35	28	35	42	23	42	29	29
Mindoro.....	6	28	66	7	28	65	30	60	10
Misamis.....	48	50	2	69	27	4	88	12	
Mountain.....	74	22	4	53	10	37	100		
Nueva Ecija.....	39	36	25	69	24	7	97	3	
Nueva Vizcaya.....	21	34	45	42	42	16	62	8	30
Occidental Negros.....	54	26	20	72	24	4	100		
Oriental Negros.....	18	41	41	41	33	26	68	6	26
Palawan.....	2	11	87	4	7	89	43	43	14
Pampanga.....	31	36	33	50	30	20	45	29	26
Pangasinan.....	75	25		71	24	5	90	9	1
Rizal.....	29	35	49	56	29	15	83	10	7
Romblon.....	1	45	54	33	43	24	67	22	11
Samar.....	3	42	55	41	46	13	67	19	14
Sorsogon.....	27	23	50	51	37	12	88	6	6
Sulu.....	7	25	68	6	27	67	20	40	40
Surigao.....	25	32	43	48	35	17	67		33
Tarlac.....	7	44	49	48	35	17	68	13	19
Tayabas.....	9	55	36	26	56	18	68	32	
Union.....	43	51	6	62	23	15	88	7	5
Zambales.....	29	32	39	50	48	2	50	42	8
Zamboanga.....	3	22	75	14	31	55	22	7	70
Total.....	26	37	37	51	33	16	79	12	9
Central Luzon Agricultural School.....							100		
Philippine Nautical School.....									100
Philippine Normal School.....		100		50	50		60	26	14
Philippine School of Arts and Trades.....							18	2	
Grand total.....	26	37	37	51	33	16	78	13	9

For primary, intermediate, and secondary departments, column (b) shows the percentage of classes within the satisfactory limits of size. Column (a) + column (c) shows the percentage of classes outside the satisfactory limits.

This table shows for the Islands that 7,855 primary classes, 1,445 intermediate classes, and 220 secondary classes are within the satisfactory limits of size, and that 13,295 primary classes, 2,966 intermediate classes, and 1,443 secondary classes are either too large or too small.

No. IX.—*Classification of Teachers*¹

A table showing, for the Islands, the classification and number of American teachers, and the classification and number of Filipino municipal, provincial, and insular teachers on duty on August 1, 1926.

Classification		Ameri- can	Filipino			Total
			Insular	Provin- cial	Munic- ipal	
PRIMARY:						
Classroom teachers.....	Male.....	1	11	45	8, 474	8, 531
	Female.....	15	21	14	8, 262	8, 312
	Total.....	16	32	59	16, 736	16, 843
Principals.....	Male.....		86	6	338	430
	Female.....	2	17		20	39
	Total.....	2	103	6	358	469
INTERMEDIATE:						
Classroom teachers.....	Male.....	1	82	107	3, 237	3, 427
	Female.....	13	54	30	1, 724	1, 821
	Total.....	14	136	137	4, 961	5, 248
Principals.....	Male.....		273	9	292	574
	Female.....		61		17	78
	Total.....		334	9	309	652
SECONDARY:						
Classroom teachers.....	Male.....	44	283	388	66	781
	Female.....	142	92	155	55	444
	Total.....	186	375	543	121	1, 225
Principals.....	Male.....	33	49	4		86
	Female.....	16				16
	Total.....	49	49	4		102
SUPERVISING TEACHERS.....	Male.....	14	432	4	3	453
	Female.....		3			3
	Total.....	14	435	4	3	456
INDUSTRIAL SUPERVISORS.....	Male.....		49		5	54
	Female.....	1	17	1	1	20
	Total.....	1	66	1	6	74
ACADEMIC SUPERVISORS.....	Male.....	1	49		1	51
	Female.....	3	4		8	15
	Total.....	4	53		9	66
OTHER DIVISION SUPERVISORS.....	Male.....	1	12	3	2	18
	Female.....	1	12	2	7	22
	Total.....	2	24	5	9	40
TOTAL.....	Male.....	95	1, 326	566	12, 418	14, 405
	Female.....	193	281	202	10, 094	10, 770
	Total.....	288	1, 607	768	22, 512	25, 175

¹ September, 1926, figures for Mountain Province are used.

² Ten traveling industrial teachers in the General Office are included.

NOTE.—Matrons of dormitories are classified as classroom teachers, and supervising teachers of hygiene and sanitation as other division supervisors.

No. X.—*Educational Qualifications of Filipino Elementary Teachers*

A table showing, by divisions and for the Islands, the years of school completed by all Filipino elementary teachers employed on August 1, 1926.

Division	Years of School Completed										Total Secondary Graduates	Percentage of Secondary Graduates
	Below Secondary Level		Secondary Level									
	Seventh Grade or Less	Percentage Below Secondary Level	Normal Schools				All Other Secondary Schools					
			First Year	Second Year	Third Year	Fourth Year	First Year	Second Year	Third Year	Fourth Year		
Abra.....	13	7.60	32	5	4	5	21	20	3	62	67	39.18
Agusan.....	52	27.51	1	1	2	2	59	22	30	18	20	10.58
Albay.....	142	26.20	15	48	13	54	69	68	17	99	153	23.23
Antique.....	87	30.53	—	1	1	1	68	44	17	61	62	21.75
Bataan.....	49	36.03	—	2	1	9	13	11	6	45	54	39.71
Batanes.....	2	4.88	—	—	—	—	21	12	3	2	2	4.88
Batangas.....	247	43.64	2	3	2	—	72	72	21	124	124	21.91
Bohol.....	146	16.42	—	—	—	—	400	196	52	92	92	10.34
Bukidnon.....	25	23.36	—	—	—	—	24	22	8	26	26	24.30
Bulacan.....	114	17.59	2	3	2	—	270	66	23	143	143	22.07
Cagayan.....	102	21.94	9	15	5	9	89	52	13	164	173	37.20
Camarines Norte.....	16	14.55	—	2	—	—	21	24	14	33	33	30.00
Camarines Sur.....	77	21.94	5	28	4	—	76	33	15	109	109	31.05
Capiz.....	120	20.34	10	22	7	16	98	97	45	150	166	23.14
Cavite.....	161	44.97	7	1	—	7	37	44	9	88	95	26.54
Cebu.....	368	27.86	26	44	15	83	252	193	66	251	334	25.28
Cotabato.....	51	26.42	—	—	—	—	63	32	9	30	36	18.65
Davao.....	52	24.83	1	1	1	3	43	36	13	51	54	25.84
Ilocos Norte.....	79	15.55	16	8	8	118	60	24	1	148	266	52.36
Ilocos Sur.....	86	16.10	29	21	10	129	71	40	11	116	245	45.88
Iloilo.....	220	21.57	56	74	8	74	117	87	46	311	385	37.75
Isabela.....	20	6.25	—	—	—	—	83	45	15	154	154	48.13
Laguna.....	160	24.21	1	1	—	—	159	99	19	205	205	31.01
Lanao.....	42	35.90	—	—	—	—	37	11	7	17	18	15.38
Leyte.....	252	22.22	22	30	3	1	343	214	71	194	194	17.11

Manila.....	47	3,91	10	36	16	55	67	65	74	322	377	31,36
Marinduque.....	30	22.73			1	5	19	9	10	58	63	47.73
Masbate.....	25	19.23					35	30	1	38	38	23.23
Mindoro.....	65	31.55	3	15	1		31	43	10	28	28	13.59
Misamis.....	190	33.39	11	7	3	2	152	82	22	98	100	17.57
Mountain.....	83	24.78	1	2		21	98	41	12	72	93	27.76
Nueva Ecija.....	147	26.92					104	94	39	120	120	21.98
Nueva Vizcaya.....			7	42	4	9	3	6	2	34	43	37.39
Occidental Negros.....	224	28.28	2	5	3	12	144	167	77	140	152	19.19
Oriental Negros.....	112	25.17				3	121	84	24	95	98	22.02
Palawan.....	45	27.95		1			41	27	9	33	33	20.50
Pampanga.....	77	13.14					184	69	24	226	226	38.57
Pangasinan.....	65	6.18	51	29	6	342	94	32	13	319	661	62.83
Rizal.....	178	34.36			7	19	101	50	27	104	123	23.75
Romblon.....	52	30.77	3	1			27	26	17	34	34	20.12
Samar.....	141	26.65	17	8		2	162	87	20	83	85	15.07
Sorsogon.....	87	24.51	3	3	2	1	102	68	18	68	69	19.44
Sulu.....	133	68.91					30	13	3	14	14	7.95
Surigao.....	68	25.47	4	2	1		97	36	16	37	37	13.86
Tarlac.....	108	22.36	4		3		81	74	13	186	186	17.81
Tayabas.....	153	20.54	1	3			195	139	49	181	181	24.30
Union.....	81	17.76				4	73	62	25	197	201	44.08
Zambales.....	50	19.92					47	62	13	75	75	29.88
Zamboanga.....	15	4.46	8	12	10	9	102	48	69	55	64	19.05
Total.....	4,859	22.05	359	476	143	1,001	4,681	2,978	1,121	5,310	6,311	28.64
Central Luzon Agricultural School.....												
Philippine Nautical School.....												
Philippine Normal School.....												
Philippine School of Arts and Trades.....												
Grand total.....	4,859	22.03	359	476	143	1,001	4,681	2,978	1,121	5,310	6,311	28.62

No. X.—*Educational Qualifications of Filipino Elementary Teachers—Continued*

Years of School Completed

Division	Collegiate Level								Total of Those of Colle- giate Level Who Have Completed More Than Three Years Above Secondary Level	Percentage of Those of Collegiate Level Who Have Completed Not More Than Three Years Above Secondary Level	Total College Graduates	Percentage of College Gra- duates
	Normal Schools or Colleges of Education				All Other Colleges							
	First Year	Second Year	Third Year	Fourth Year	First Year	Second Year	Third Year	Fourth Year				
Abra.....	3				2	1			6	3.51	1	.53
Agusan.....						1		1	1	.53		
Albay.....	16	1							17	3.14		
Antique.....	5								5	1.75		
Bataan.....												
Batanes.....	1											
Batangas.....	14	3	2		1		1	2	18	3.18	2	.35
Bohol.....	3								3	.34		
Bukidnon.....					1	1			2	1.87		
Bulacan.....	23	1			1		1		25	3.86		
Carayan.....	4	2			1				7	1.51		
Camarines Norte.....												
Camarines Sur.....	3				1				4	1.14		
Capiz.....	20		1		3	1			24	4.07	1	.17
Cavite.....	2							2	2	.56	2	.56
Cebu.....	5	1		2	8	1		6	15	1.14	8	.61
Cotabato.....	2								2	1.04		
Davao.....	3								3	1.44		
Ilocos Norte.....	35	1	2		4	1		3	41	8.07	3	.69
Ilocos Sur.....	21								21	3.93		
Iloilo.....	19	2			1	2	2	1	24	2.35	1	.10
Iteabela.....	2				1				3	.94		
Laguna.....	13	3			1			1	17	2.57	2	1.71
Lanao.....												
Leyte.....	2			1		2	1	1	4	.32		

Manila.....	371	40	31	29	8	13	10	8	432	35.94	37	3.08
Marinduque.....	1								1	.77		
Masbate.....	5	1			2			2	8	3.88	2	.97
Mindoro.....	1				1				2	.35		
Misamis.....												
Mountain.....	3	7	2	5		3		1	22	4.03	5	1.49
Nueva Ecija.....	5			17		9			7	6.09	18	3.30
Nueva Vizcaya.....	8	2			6	2	1		18	2.27		
Occidental Negros.....	1				2	3			6	1.35		
Oriental Negros.....												
Palawan.....	2		1		1			1	3	1.86	1	.62
Pampanga.....	6								6	1.02		
Pangasinan.....	90	4	1			2		4	96	2.13	4	.38
Rizal.....	28	1				3			32	6.18		
Romblon.....	6				2			1	8	4.73	1	.59
Samar.....	6				1	1	1		8	1.51		
Sorsogon.....	2					1			3	.85		
Sulu.....												
Surigao.....	6								6	2.25		
Tarlac.....	12	1			1				14	2.90		
Tavabas.....	17	2	1		2		2		21	.27		
Union.....	12				1	1			14	3.07		
Zambales.....	4						4		4	1.59		
Zamboanga.....				5		2	1		2	.60		
Total.....	782	72	40	60	62	42	19	33	957	4.34	93	.40
Central Luzon Agricultural School.....												
Philippine Nautical School.....												
Philippine Normal School.....	14	1						1	15		1	
Philippine School of Arts and Trades.....												
Grand total.....	796	73	40	60	62	42	19	34	972	4.41	94	.40

Iloilo.....	4	7.41	3				1	4	7.40	5	3	2	3	9	2	3	19	35.19	22	40.74
Isabela.....							1	2	12.50	2	2	2	4	3	1	4	6	37.50	6	37.50
Laguna.....							1	1	6.25	3	1					6	4	25.00	11	68.75
Lanao.....																	4	100.00		
Leyte.....	3	9.38	1				2	2	6.25	4	1	6	5	1	3	5	9	28.13	10	31.25
Manila.....																	9	7.83	74	64.95
Marinduque.....																	2	25.00	5	62.50
Masbate.....																	2	25.00	2	50.00
Mindoro.....																	2	22.22	7	77.78
Misamis.....																	3	42.86	4	57.14
Mountain.....	1	7.14					1	1	7.14										11	78.57
Nueva Ecija.....	1	4.16															2	8.33	21	8.33
Nueva Vizcaya.....																	4	40.00	2	20.00
Occidental Negros.....	1	7.14					1	1	5.57	3	1	1	1	1	1	11	1	.12	11	1.36
Oriental Negros.....							3	3	21.43	1		2	2		2	1	3	21.43	5	35.70
Palawan.....																			5	100.00
Pampanga.....							2	11	25.53	7		1	4				9	19.15	19	40.43
Pangasinan.....							1	1	1			12	30		5	28	22	21.36	58	56.31
Rizal.....									.97	4	1	3	6				5	31.25	8	50.00
Romblon.....												3		1	2		3	33.33	6	66.67
Samar.....																	4	33.33	5	41.67
Sorsogon.....							1	1	8.33	1		1			3	5	4	45.45	4	36.36
Sulu.....																	4	100.00		
Surigao.....																	2	40.00	3	60.00
Tarlac.....	1	5.26								6	1	6	4				7	36.84	5	26.32
Tayabas.....																			8	56.29
Union.....							2	2	8.33	3	2	1	4		1	2	8	32.50	12	50.00
Zambales.....										3	1	1			1	9	3	23.08	10	76.92
Zamboanga.....							1	1				3			2	2	3	30.00	5	50.00
Total.....	13	1.33	5	2	7	8	12	6	54	61	6.26	106	37	96	248	20	226	23.20	514	52.77
Central Luzon Agricultural School.....							1	1	4	4	20.00	1					1	5.00	12	60.00
Philippine Nautical School.....							1	1												
Philippine Normal School.....																	6	30.00	12	60.00
Philippine School of Arts and Trades.....	7	29.08					2	3	2	5	5	20.83					5	20.83		
Grand total.....	20	1.92	5	2	7	11	17	9	63	70	6.74	112	41	98	255	20	238	22.91	538	51.78

No. XIII.—*Teaching Experience of Filipino Classroom Teachers*

A table showing, by divisions and for the Islands, the teaching experience of all Filipino classroom teachers employed on August 1, 1926.

Division	Median in Years	Elementary							Over 15 Years
		Less than 1 Year	1 Year	2 Years	3 Years	4 Years	5 Years	6 to 10 Years	11 to 15 Years
Abra.....	4.84	15	24	14	19	16	15	39	25
Agusan.....	3.77	43	26	21	27	18	10	37	5
Albay.....	4.86	69	80	70	23	38	42	157	49
Antique.....	5.32	37	20	22	26	19	30	95	24
Bataan.....	4.50	32	7	9	13	11	14	38	10
Batanes.....	3.80	5	9	5	5	3	3	13	1
Batangas.....	5.49	59	43	46	58	24	96	150	62
Bohol.....	3.55	123	56	196	116	78	59	177	58
Bukidnon.....	3.73	19	10	13	13	7	7	31	6
Bulacan.....	5.40	50	80	63	51	66	60	201	50
Cagayan.....	3.63	92	60	49	47	37	24	111	38
Camarines Norte.....	2.94	9	25	24	8	13	8	17	9
Camarines Sur.....	4.62	40	38	50	33	25	32	86	30
Capiz.....	3.66	90	91	76	70	54	44	127	22
Cavite.....	5.00	49	24	29	42	34	39	103	25
Cebu.....	4.74	147	168	151	132	79	130	332	130
Cotabato.....	4.06	45	25	22	9	15	28	45	12
Davao.....	3.50	47	27	18	23	9	12	59	12
Ilocos Norte.....	4.56	69	59	64	37	52	39	116	51
Ilocos Sur.....	4.94	55	48	43	47	79	54	142	51
Iloilo.....	4.65	155	144	144	109	76	95	241	69
Isabela.....	3.22	74	49	33	29	20	19	69	23
Laguna.....	2.88	114	108	69	38	44	44	126	34
Lanao.....	5.08	12	11	9	15	10	7	84	1
Leyte.....	3.48	141	196	158	150	80	61	267	66

Manila.....	139	134	96	101	112	345	115	70
Marinduque.....	22	19	13	7	11	36	10	5
Masbate.....	26	30	12	8	12	19	6	2
Mindoro.....	27	31	14	14	8	38	12	11
Misamis.....	134	119	50	44	34	89	16	11
Mountain.....	60	52	54	28	32	83	12	13
Nueva Ecija.....	46	81	37	47	49	163	50	17
Nueva Vizcaya.....	17	15	24	9	10	17	7	26
Occidental Negros.....	135	106	86	63	83	172	41	9
Oriental Negros.....	62	49	78	38	39	87	29	9
Palawan.....	10	25	26	10	11	22	13	10
Pampanga.....	79	60	44	55	61	178	64	10
Pangasinan.....	239	164	131	85	56	137	58	62
Rizal.....	70	58	43	50	49	126	38	27
Romblon.....	21	23	19	19	6	54	14	3
Samar.....	59	61	94	50	39	117	56	10
Sorsogon.....	84	62	29	17	36	66	31	3
Sulu.....	49	30	26	18	39	68	9	1
Surigao.....	63	54	32	21	18	40	14	3
Tarlac.....	70	53	60	23	50	137	38	21
Tayabas.....	7	107	75	46	49	154	45	20
Union.....	69	68	39	38	30	102	35	19
Zambales.....	34	29	25	18	19	72	24	5
Zamboanga.....	44	55	45	36	22	89	13	3
Total.....	3,015	2,896	2,719	1,746	1,846	5,233	1,628	661
Central Luzon Agricultural School.....	4.00							
Philippine Nautical School.....	3.00							
Philippine Normal School.....	6.25		1	2	1	6	4	
Philippine School of Arts and Trades.....	6.67							
Grand total.....	4.04	2,896	2,720	1,748	1,847	5,239	1,632	661

No. XIII.—Teaching Experience of Filipino Classroom Teachers—Continued

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Division	Secondary								Total									
	Less than 1 Year	1 Year	2 Years	3 Years	4 Years	5 Years	6 to 10 Years	11 to 15 Years	Over 15 Years	Less than 1 Year	1 Year	2 Years	3 Years	4 Years	5 Years	6 to 10 Years	11 to 15 Years	Over 15 Years
Abra.....	2	1	2	1	1	1	4	1	1	17	25	16	20	16	15	43	26	5
Agusan.....	1									44	26	21	27	19	10	37	5	2
Albay.....	5	3	3	2	1	2	4	1		74	83	73	30	39	44	161	50	10
Antique.....	2	3	1	1	1				2	39	23	24	27	20	30	96	24	14
Bataan.....	1	1	1	2		1	1			33	8	10	15	11	15	39	10	2
Batanes.....		1	2		1		3	2		5	10	7	5	4	3	16	3	
Batangas.....	4	3	2	4	1	2	3			63	46	48	62	25	98	153	62	28
Bohol.....	2	1	3	3	1		4	2		125	57	199	119	79	59	181	60	14
Bukidnon.....	1	1	2	2						20	11	15	13	7	7	31	6	1
Bulacan.....	7	2	6	2	1	1			1	57	82	69	53	67	61	201	50	28
Cagayan.....	3	2		3				6		95	62	49	50	37	24	111	44	7
Camarines Norte.....	2					1	1			11	25	24	8	13	9	18	9	
Camarines Sur.....	2	2	4	2	1	2	5	3	2	42	40	54	35	26	34	91	33	19
Capiz.....	4	3		6	1		2		1	94	94	76	70	60	45	129	30	23
Cavite.....	2	1		5	1	5				51	25	29	47	35	44	103	25	15
Cebu.....	7	7	8	8	8	2	12	6	3	154	175	159	140	87	132	344	136	56
Cotabato.....		1	1	1			2	1		45	26	23	10	15	28	47	13	3
Davao.....	1						1			48	27	19	23	9	12	60	12	1
Ilocos Norte.....	9	3	7	2	4	4	4	3		78	62	71	39	56	43	120	54	21
Ilocos Sur.....	5	3	8	3		1	10	2	2	60	51	51	51	79	55	152	53	21
Iloilo.....	1	5	12	5	3	1	14	2	3	1	160	156	114	79	96	255	71	33
Isabela.....	2	1	2	3	2	1	1	1		76	50	35	32	22	20	73	24	4
Laguna.....	7	2	2	2	1	1	2	1		134	116	108	71	39	45	128	35	13
Lanao.....		1			1	1		1		12	12	9	15	11	7	44	8	1
Leyte.....		6	5	3	2	2	8	2		145	202	163	153	82	63	275	68	15
Manila.....	24	11	15	17	3	13	22	6	4	163	145	111	107	104	125	367	121	74
Marinduque.....	2	2			1	2	1			24	21	9	13	8	13	37	10	5
Masbate.....	3		1							29	30	13	14	8	12	19	6	2
Mindoro.....		2		2		2	2			27	24	31	16	14	10	40	12	
Misamis.....		4	1	1				1		134	123	71	51	44	34	89	17	11

Mountain.....	2	1	2	1	2	1	1	1	62	52	55	42	29	34	86	14
Nueva Ecija.....	5	6	1	1	1	3	1	1	51	62	82	38	48	43	166	51
Nueva Vizcaya.....	2	2	1	1	2	1	1	19	17	17	25	17	11	11	17	7
Occidental Negros.....	1	6	1	1	2	3	3	186	112	87	81	65	83	83	175	41
Oriental Negros.....	1	2	1	2	1	6	1	63	51	79	36	38	40	40	93	30
Palawan.....	1	2	1	1	1	1	1	11	27	26	17	11	12	12	23	13
Pampanga.....	11	6	4	2	1	9	4	3	90	66	51	59	57	62	187	68
Pangasinan.....	24	14	21	11	6	8	5	2	263	178	182	135	91	63	146	63
Rizal.....	1	3	1	1	1	3	4	2	71	61	44	66	51	52	130	38
Romblon.....	1	4	1	1	2	1	1	1	22	27	20	13	19	6	54	4
Samar.....	1	1	2	1	1	3	2	1	60	62	96	59	51	39	120	58
Sorsogon.....	1	1	2	1	2	5	5	35	62	31	28	19	36	71	31	3
Sulu.....	2	1	1	1	1	1	1	51	30	39	26	18	40	69	9	1
Surigao.....	2	1	2	2	1	7	1	63	55	32	22	23	19	40	15	3
Tarlac.....	2	1	4	2	1	7	7	72	54	64	33	24	50	144	38	23
Tayabas.....	3	5	1	1	1	3	3	7	110	102	76	47	50	157	45	20
Union.....	4	3	1	3	4	4	4	78	72	59	40	41	30	106	35	19
Zambales.....	2	4	1	2	1	1	1	36	33	27	25	20	20	73	25	5
Zamboanga.....	1	1	1	1	1	1	1	44	55	46	35	36	22	90	14	4
Total.....	169	131	141	104	68	70	174	58	33	3,184	3,027	2,860	2,297	1,814	5,407	694
Central Luzon Agricultural School.....								4				5	4	1	1	4
Philippine Nautical School.....			5	1	5	1	1					1				
Philippine Normal School.....		1	1	1	2	2	9	3	1	1	2	5	4	3	15	7
Philippine School of Arts and Trades.....			1	2		3	9	6	3		1	2		3	9	6
Grand total.....	169	132	148	113	74	76	193	67	41	3,184	3,028	2,868	2,310	1,822	5,432	702

No. XIV.—*Monthly Salaries of Filipino Teachers*

A table showing, by divisions and for the Islands, the lowest, average, and highest monthly salaries of Filipino municipal, provincial, and insular teachers under different assignments, based on data for August 1, 1926.

Division	Municipal									
	Classroom Teachers						Principals			
	Elementary			Secondary			Elementary			
	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest	
Abra	P32.00	P40.88	P65.00				P38.00	P42.88	P60.00	
Agusan	37.00	40.14	70.00				60.00	61.00	62.00	
Albay	38.00	48.08	80.00				60.00	72.18	90.00	
Antique	31.00	42.83	80.00				55.00	65.00	75.00	
Bataan	40.00	52.00	85.00				55.00	65.00	75.00	
Batanes	33.00	36.38	48.00				45.00	55.41	80.00	
Batangas	40.00	51.50	105.00				65.00	77.00	100.00	
Bohol	33.00	38.33	53.00				36.00	48.91	60.00	
Bukidnon	40.00	59.22	125.00	100.00	100.00	100.00	65.00	72.00	80.00	
Bulacan	32.00	45.00	105.00				85.00	85.00	85.00	
Cagayan	30.00	42.77	85.00				50.00	49.00	65.00	
Camarines Norte	42.00	54.81	75.00				65.00	73.83	80.00	
Camarines Sur	36.00	49.00	75.00				48.00	58.00	66.66	
Capiz	30.00	41.65	100.00			62.00	40.00	65.07	100.00	
Cavite	37.00	46.73	90.00				50.00	72.82	90.00	
Cebu	28.00	49.00	130.00				55.00	96.00	155.00	
Corabato	35.00	50.08	80.00				62.50	66.91	75.00	
Davao	40.00	51.45	100.00				57.50	71.35	100.00	
Ilocos Norte	30.00	46.30	105.00				55.00	69.00	80.00	
Ilocos Sur	36.00	48.04	90.00	65.00	77.00	100.00	45.00	56.00	80.00	
Iloilo	40.00	70.00	100.00				56.00	78.00	100.00	
Isabela	36.00	43.17	90.00				40.00	61.55	80.00	
Laguna	36.00	46.00	81.00				50.00	67.00	85.00	
Lanao	35.00	52.00	80.00	65.00	95.00	105.00	58.00	75.00	100.00	
Leyte	33.00	54.00	65.00				46.00	75.00	100.00	
Manila	60.00	81.15	135.00	60.00	100.96	130.00	110.00	147.10	233.33	
Marinduque	33.00	51.50	70.00							

Maabate.....	30.00	43.80	80.00	70.00	90.83	100.00	62.00	76.50	90.00
Mindoro.....	35.00	45.00	80.00	50.00			50.00	57.00	60.00
Misamis.....	33.00	43.14	65.00				52.00	59.70	70.00
Mountain.....	35.00	49.92	115.00	70.00	90.83	100.00			
Nueva Ecija.....	40.00	50.00	98.00				65.00	77.00	86.00
Nueva Vizcaya.....	33.00	42.82	81.00				87.00	53.33	83.00
Occidental Negros.....	40.00	43.13	80.00				68.00	74.22	90.00
Oriental Negros.....	40.00	46.52	80.00				60.00	68.64	80.00
Palawan.....	40.00	60.00	80.00				41.00	60.00	80.00
Pampanga.....	40.00	53.96	81.00				60.00	77.57	85.00
Pangasinan.....	30.00	53.33	100.00	90.00	105.00	120.00	62.50	93.00	100.00
Rizal.....	40.00	50.40	140.00				65.00	75.00	80.00
Romblon.....	33.50	44.27	80.00				55.00	67.83	76.00
Samar.....	38.00	47.00	100.00				45.00	62.00	90.00
Sorsogon.....	35.00	43.04	100.00				55.00	85.15	110.00
Sulu.....	30.00	50.45	90.00	110.00	120.00	130.00	60.00	77.14	110.00
Surigao.....	35.00	41.45	80.00				45.00	55.00	60.00
Tarlac.....	33.00	44.79	90.00				60.00	65.85	70.00
Tayabas.....	40.00	46.39	100.00				60.00	78.30	100.00
Union.....	35.00	44.34	70.00				40.00	49.50	60.00
Zambales.....	30.00	38.01	70.00				65.00	68.75	72.50
Zamboanga.....	30.00	45.00	95.00				65.00	75.00	110.00
Total.....	30.00	50.26	140.00	48.00	97.04	130.00	36.00	71.67	233.33
Central Luzon Agricultural School.....									
Philippine Nautical School.....									
Philippine Normal School.....									
Philippine School of Arts and Trades.....									
Grand total.....	30.00	50.26	140.00	48.00	97.04	130.00	36.00	71.67	233.33

No. XIV.—*Monthly Salaries of Filipino Teachers—Continued*

Division	Provincial										
	Classroom Teachers					Principals ^b			Supervising Teachers		
	Elementary			Secondary		Elementary		Highest	Lowest	Average	Highest
	Lowest	Average	Highest	Lowest	Average	Lowest	Average				
Abra.....	P60.00	P60.00	P60.00	P70.00	P82.86	P90.00					
Agusan.....	65.00	55.00	55.00	70.00	80.00	120.00	P87.50	P105.00	P70.00	P75.00	P80.00
Albay.....	55.00	60.00	100.00	60.00	100.67	120.00					
Antique.....	45.00	52.50	60.00	65.00	110.83	130.00					
Bataan.....				100.00	113.00	130.00					
Batanes.....				100.00	100.00	100.00					
Batangas.....	60.00	70.00	80.00	70.00	120.88	140.00					
Bohol.....	48.00	56.00	65.00	55.00	105.51	166.67	150.00	150.00	80.00	120.61	145.00
Bukidnon.....											
Bulacan.....	60.00	70.00	80.00	60.00	108.00	130.00					
Cagayan.....											
Camarines Norte.....				70.00	107.27	140.00					
Camarines Sur.....				100.00	117.50	135.00					
Capiz.....				75.00	95.00	120.00					
Cavite.....	35.00	50.50	60.00	80.00	94.06	118.00					
	60.00	60.00	60.00	80.00	103.64	130.00					
Cebu.....											
Cotabato.....	70.00	87.25	110.00	60.00	95.00	130.00					
Davao.....	80.00	80.00	80.00	90.00	113.08	166.66	80.00	P8.33	100.00		
Ilocos Norte.....	50.00	61.66	80.00	120.00	135.00	150.00	110.00	110.00			
Ilocos Sur.....	60.00	77.00	100.00	70.00	110.00	120.00					
				70.00	104.06	130.00					
Iloilo.....	40.00	50.00	60.00	80.00	105.00	130.00					
Isabela.....	70.00	74.23	80.00	75.00	92.27	130.00					
Laguna.....				50.00	100.00	135.00					
Lanao.....	75.00	80.00	95.00	85.00	85.00	95.00					
Leyte.....	60.00	70.00	80.00	60.00	100.00	140.00					
Manila.....											
Marinduque.....	65.00	65.00	65.00	70.00	110.00	150.00	56.00	70.50			
Masbate.....				85.00	91.66	100.00					
Mindoro.....	40.00	47.00	60.00	100.00	100.00	100.00	80.00	80.00			
Misamis.....	65.00	67.00	75.00	100.00	116.67	130.00					
Mountain.....											
Nueva Ecija.....	50.00	63.25	110.00	100.00	125.83	145.00			80.00	90.00	100.00
Nueva Vizcaya.....	37.00	48.33	80.00	80.00	105.00	138.00					
				70.00	92.87	110.00	50.00	53.00			

No. XIV.—*Monthly Salaries of Filipino Teachers—Continued*

Division	Classroom Teachers						Insular		Principals				Supervising Teachers		
	Elementary			Secondary			Elementary		Elementary		Secondary		Elementary		
	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest
Abra	183.33	183.33	183.33	90.00	110.00	150.00	90.00	117.08	216.66	166.66	166.66	166.66	120.00	131.25	135.00
Agusan	80.00	94.28	110.00	120.00	134.58	166.66	100.00	105.00	120.00	233.33	233.33	233.33	90.00	105.00	120.00
Albay	190.00	90.00	90.00	110.00	153.54	183.33	90.00	90.00	90.00	110.00	133.54	183.33	100.00	123.89	135.00
Antique				130.00	130.00	130.00	100.00	111.00	125.00	183.00	183.00	183.00	100.00	143.33	166.66
Bataan													100.00	126.00	135.00
Batanes				110.00	110.00	110.00	80.00	80.00	80.00	200.00	200.00	200.00	135.00	145.00	155.00
Batangas	70.00	97.00	135.00	100.00	117.50	135.00	100.00	103.33	120.00	100.00	166.67	233.33	115.00	132.73	145.00
Bohol	80.00	86.87	115.00	85.00	113.50	150.00	75.00	90.16	115.00						
Bukidnon				130.00	148.00	183.33	80.00	105.00	150.00	216.66	216.66	216.66	100.00	117.50	130.00
Bulacan										130.00	130.00	130.00	100.00	136.00	183.00
Cagayan	100.00	100.00	100.00	120.00	130.00	150.00	80.00	103.43	135.00				100.00	128.63	135.00
Camarines Norte				166.67	166.67	166.67	100.00	100.00	100.00	183.34	183.34	183.34	130.00	135.00	140.00
Camarines Sur	120.00	120.00	120.00	90.00	125.16	166.75	80.00	100.00	120.00	125.00	236.11	333.33	100.00	127.00	150.00
Capiz	100.00	111.07	125.00	90.00	133.21	216.66	85.00	112.91	145.00	125.00	145.00	145.00	100.00	134.70	166.67
Cavite	100.00	118.50	135.00	100.00	117.50	125.00	100.00	106.25	125.00	150.00	150.00	150.00	110.00	140.83	200.00
Cebu	90.00	95.00	100.00	85.00	116.00	145.00	80.00	105.00	155.00	183.33	183.33	183.33	100.00	140.00	200.00
Cotabato				150.00	150.00	150.00				166.67	166.67	166.67	90.00	122.08	216.66
Davao	85.00	92.00	100.00	85.00	136.11	200.00	90.00	108.44	135.00				100.00	117.88	166.67
Ilocos Norte	100.00	110.00	120.00	100.00	128.23	166.66	100.00	112.00	145.00	100.00	100.00	100.00	100.00	103.75	135.00
Ilocos Sur													100.00	131.36	140.00
Iloilo	90.00	105.00	120.00	95.00	147.50	200.00	90.00	100.00	110.00	135.00	135.00	135.00	120.00	168.34	216.67
Isabela	90.00	95.00	100.00	100.00	133.66	183.33	85.00	95.83	100.00	120.00	148.33	200.00	115.00	129.37	135.00
Laguna				70.00	100.00	166.00	70.00	100.00	110.00				85.00	100.00	135.00
Lanao													105.00	125.00	145.00
Leyte	80.00	80.00	80.00	100.00	122.50	145.00	80.00	95.00	110.00						
Manila															
Marinduque	25.00	88.55	145.00	90.00	145.83	223.33	25.00	100.00	145.00				110.00	122.50	135.00
Masbate				150.00	150.00	150.00	100.00	100.00	100.00	233.33	233.33	233.33	100.00	128.00	140.00
Mindoro	100.00	100.00	100.00	150.00	150.00	150.00	100.00	100.00	120.00	183.00	183.00	183.00	120.00	130.00	135.00
Misamis	100.00	100.00	100.00	90.00	116.25	130.00	80.00	97.00	105.00				85.00	108.50	145.00
Mountain															
Nueva Ecija	100.00	100.00	100.00	166.66	166.66	166.66	130.00	92.00	120.00				80.00	125.00	135.00
							75.00						130.00	144.00	200.00

Nueva Vizcaya	80.00	93.33	100.00	112.50	125.00	80.00	99.71	125.00	100.00	100.00	95.00	107.50	135.00
Occidental Negros	90.00	110.00	120.00	142.22	183.33	100.00	104.55	140.00	150.00	150.00	100.00	128.67	200.00
Oriental Negros	120.00	127.50	135.00	153.33	183.34	80.00	100.00	120.00	216.67	216.67	110.00	120.00	130.00
Palawan	80.00	111.11	120.00	125.91	155.00	95.00	102.67	120.00	135.00	167.50	120.00	135.84	150.00
Pampanga	110.00	110.00	110.00	126.20	150.00	90.00	126.11	166.66	283.33	283.33	110.00	137.46	166.66
Pangasinan	80.00	80.00	80.00	130.00	145.00	100.00	104.00	115.00	120.00	160.00	120.00	134.09	145.00
Rizal	80.00	80.00	80.00	161.11	166.66	90.00	101.66	110.00	120.00	200.00	120.00	131.00	140.00
Romblon	80.00	97.00	130.00	135.00	166.00	80.00	101.00	145.00	120.00	179.00	90.00	131.00	200.00
Samar	166.67	175.00	183.33	183.33	200.00	100.00	101.43	110.00	120.00	185.00	130.00	134.28	135.00
Sorsogon	90.00	100.00	120.00	136.00	200.00	70.00	92.00	100.00	130.00	130.00	105.00	125.00	145.00
Sulu	90.00	100.00	120.00	121.44	200.00	90.00	97.69	110.00	130.00	130.00	135.00	138.00	150.00
Surigao	80.00	93.33	100.00	144.00	200.00	80.00	97.50	120.00	125.00	195.83	90.00	128.66	200.00
Tarlac	80.00	86.00	110.00	100.00	100.00	80.00	102.06	140.00	125.00	266.66	135.00	139.29	155.00
Tayabas	90.00	100.00	110.00	125.00	145.00	70.00	95.45	120.00	216.66	216.66	130.00	141.50	200.00
Union	100.00	100.00	100.00	200.00	200.00	200.00					70.00	137.00	150.00
Zambales	25.00	100.63	183.33	136.81	233.33	25.00	118.01	216.66	100.00	179.55	333.33	131.22	216.67
Zamboanga													
Total													
Central Luzon Agricultural School				114.58	166.66								
Philippine Nautical School				300.00	300.00								
Philippine Normal School	100.00	108.41	135.00	148.25	266.66	130.00	181.66	233.33					
Philippine School of Arts and Trades				106.66	266.66								
Grand total	25.00	101.41	183.33	136.92	300.00	25.00	118.31	233.33	100.00	179.55	333.33	131.22	216.67

NOTE.—In this table, academic and industrial supervisors and supervising teachers of hygiene and sanitation are not included.

No. XV.—Libraries

A table showing, by division and for the Islands, the number of schools, the number of libraries, the number of books, the number of periodical subscriptions, and the number of these per hundred pupils in primary, intermediate, and secondary libraries for the year 1926.

Division	Primary					Intermediate								
	Number of Schools of Decem-ber	Number of Libra-ries	Total Number of Books	Annual Enrol-ment De-cember	Number of Books per Pupil	Total Number of Sub-scrip-tions to Period-icals	Number of Sub-scrip-tions per Hundred Pupils	Number of Schools of Decem-ber	Number of Libra-ries	Total Number of Books	Annual Enrol-ment De-cember	Number of Books per Pupil	Total Number of Sub-scrip-tions to Period-icals	Number of Sub-scrip-tions per Hundred Pupils
Abra.....	69	21	1,853	5,084	.36	.....	.....	14	12	2,300	1,397	1.65	26	1.86
Aguan.....	78	35	1,137	6,980	.16	.....	.56	20	14	1,104	1,326	.83	11	1.85
Albay.....	173	38	9,471	23,449	.40	100	.43	25	22	8,360	3,904	2.14	192	4.95
Antique.....	76	47	2,634	9,817	.27	12	.18	13	13	3,395	1,740	1.95	25	1.47
Bataan.....	30	21	2,783	4,450	.63	8	.18	10	10	3,427	1,201	2.85	29	2.42
Batanes.....	8	8	1,268	652	1.94	5	.71	5	5	445	192	2.32	13	6.50
Batangas.....	140	105	7,478	20,355	.37	42	.21	25	22	8,339	4,639	1.80	78	1.70
Bohol.....	280	81	6,121	35,704	.17	201	.56	41	41	13,170	4,877	2.70	278	5.67
Bukidnon.....	51	30	643	3,835	.17	26	.68	8	6	460	592	.78	.....	.....
Bulacan.....	187	187	30,222	25,314	1.19	333	1.32	24	24	16,648	5,382	3.09	250	4.63
Cagayan.....	143	33	1,503	16,813	.09	75	.45	31	31	6,372	3,562	1.79	117	3.25
Camarines Norte.....	33	13	1,647	4,209	.39	18	.43	9	9	1,090	769	1.42	28	3.50
Camarines Sur.....	121	56	3,193	14,479	.22	42	.29	20	22	4,546	2,884	1.58	35	1.21
Capiz.....	144	144	6,397	21,977	.23	81	.37	38	38	8,887	4,929	1.79	136	2.72
Cavite.....	54	38	7,296	13,573	.54	40	.29	20	16	5,984	2,974	2.01	19	.63
Cebu.....	354	51	8,002	50,602	.16	43	.08	66	61	21,803	11,319	1.93	182	1.61
Cotabato.....	91	21	632	5,394	.12	23	.43	11	6	500	770	.65	17	2.13
Davao.....	34	19	478	7,549	.06	2	.....	4	3	343	734	.47	17	2.43
Ilocos Norte.....	159	26	3,160	18,806	.17	15	.08	24	23	11,015	4,732	2.33	80	1.70
Ilocos Sur.....	158	158	9,426	18,820	.50	38	.20	34	34	14,721	5,302	2.77	55	1.04
Iloilo.....	249	89	12,000	39,849	.30	192	.48	55	53	15,761	8,899	1.77	231	2.60
Isabela.....	96	91	5,277	10,566	.50	38	.36	15	13	3,469	3,186	1.09	100	3.13
Laguna.....	97	54	10,223	22,693	.45	59	.26	27	20	16,156	5,783	2.79	112	1.93
Lanao.....	43	28	1,090	2,943	.37	9	.31	17	13	1,029	664	1.55	16	2.29
Levite.....	305	77	10,468	49,473	.21	218	.44	43	42	12,457	7,891	1.58	335	4.24

Manila.....	37	36	77,357	32,966	2,35	497	1.51	31	30	38,409	16,754	2.17	1,346	8.01
Marinduque.....	39	39	1,659	5,581	.30	15	.27	5	5	2,075	1,268	1.64	19	1.46
Masbate.....	41	22	1,193	6,093	.20	17	.28	10	9	1,187	1,044	1.14	19	1.90
Mindoro.....	77	165	8,727	6,553	.37	446	1.97	17	38	5,121	1,204	3.33	27	2.25
Misamis.....	166	165	23,662	23,662	.37	446	1.97	30	30	4,015	3,766	1.36	163	4.29
Mountain.....	136	109	2,346	12,281	.19	95	.77	51	71	2,390	2,781	.86	164	5.86
Nueva Ecija.....	154	31	4,133	20,875	.20	14	.07	32	28	9,178	6,037	1.52	104	1.73
Nueva Vizcaya.....	35	33	3,388	4,586	.74	24	.52	10	8	1,490	1,046	1.42	24	2.40
Occidental Negros.....	157	119	7,323	35,340	.21	200	.57	31	29	11,265	6,866	1.64	474	6.87
Oriental Negros.....	130	21	3,237	17,368	.19	18	.10	29	28	6,806	3,482	1.95	83	2.37
Palawan.....	64	56	2,629	4,671	.56	58	1.23	26	22	1,872	938	2.00	110	2.00
Pampanga.....	129	98	11,965	21,272	.56	228	1.07	28	26	8,430	4,498	1.87	154	3.42
Pangasinan.....	295	157	27,963	40,168	.70	228	1.07	49	49	36,906	12,513	2.95	123	98
Rizal.....	102	36	5,305	18,261	.29	50	.27	31	28	6,680	3,921	1.70	71	1.82
Romblon.....	54	48	2,198	5,650	.39	14	.25	10	10	1,456	1,328	1.10	20	1.54
Samar.....	206	188	16,249	20,023	.81	168	.84	40	39	7,887	4,542	1.74	125	2.78
Sorsogon.....	105	16	1,820	13,149	.14	32	.24	17	17	4,980	3,578	1.39	53	1.48
Sulu.....	97	10	10,924	10,924	.14	32	.24	10	1	1,190	928	1.20	47	3.92
Surigao.....	118	48	3,368	12,976	.26	24	.18	9	5	1,415	1,193	1.19	62	1.44
Tarlac.....	141	134	6,148	16,206	.38	129	.80	22	20	8,338	4,271	1.95	75	1.34
Tayabas.....	148	35	6,989	25,335	.28	46	.18	29	28	14,214	5,573	2.55	75	1.34
Union.....	97	49	5,714	16,166	.35	24	.15	21	20	14,058	4,166	3.73	74	1.76
Zambales.....	56	17	2,337	9,371	.25	16	.17	15	13	5,568	2,954	2.47	73	3.17
Zamboanga.....	112	11	411	10,461	.04	218	2.08	22	9	1,092	1,621	.67	256	16.00
Total.....	5,869	2,919	346,961	823,328	.42	3,992	.50	1,174	1,115	374,751	185,223	2.02	6,049	3.46
Central Luzon Agricultural School.....														
Philippine Nautical School.....														
Philippine Normal School.....	1			531				1	1	1,305	269	4.85	17	5.67
Philippine School of Arts and Trades.....														
Grand total.....	5,870	2,919	346,961	823,859	.42	3,992	.50	1,175	1,116	376,056	185,492	2.03	6,066	3.27

No. XV.—Libraries—Continued

Division	Secondary					Total							
	Number of Schools	Number of Libraries	Total Number of Books	Annual Enrollment	Number of Books per Pupil	Number of Subscriptions per Hundred Pupils	Number of Schools in December	Number of Libraries	Total Number of Books	Annual Enrollment	Number of Books per Pupil	Total Number of Subscriptions per Hundred Pupils	
Abra	2	2	3,882	733	5.30	41	85	35	8,035	7,214	1.11	67	.93
Agusan	1	1	1,015	284	3.57	14	100	50	3,256	8,590	.38	64	.74
Albay	3	3	7,701	1,237	6.23	67	5.58	201	25,532	28,590	.89	360	1.26
Antique	1	1	2,945	579	5.09	22	3.67	90	8,974	12,136	.74	59	.49
Bataan	1	1	2,125	388	5.48	13	3.25	41	8,335	6,039	1.38	50	.83
Batanes	1	1	451	100	.22	15	15.00	14	2,164	944	2.29	33	3.67
Batangas	2	2	5,794	1,264	4.58	37	2.85	167	21,611	26,258	.82	157	.60
Bohol	2	2	4,599	1,310	3.51	54	4.15	124	23,890	41,891	.57	533	1.27
Bukidnon	2	2	2,298	1,144	2.07	61	1.401	38	1,401	4,575	.31	26	.57
Bulacan	2	2	5,222	1,085	4.81	56	5.09	213	52,092	31,781	1.64	639	2.01
Cagayan	1	1	5,113	1,055	4.85	84	7.34	175	12,988	21,430	.61	276	1.29
Camarines Norte	1	1	985	282	3.38	22	7.33	43	3,622	5,240	.69	68	1.31
Camarines Sur	4	3	3,367	1,026	3.28	61	5.55	145	11,106	18,389	.60	138	.75
Capiz	2	2	3,176	1,111	2.86	25	2.27	184	18,410	28,017	.66	242	.86
Cavite	4	2	5,679	1,024	5.55	33	3.30	56	18,959	17,571	1.08	92	.52
Cebu	4	4	8,871	3,506	2.53	185	5.28	424	38,676	65,427	.59	410	.63
Cotabato	2	2	303	128	2.37	10	10.00	104	1,435	6,292	.23	50	.51
Davao	1	1	966	167	5.78	22	11.00	39	1,787	8,450	.21	41	.46
Ilocos Norte	4	4	12,581	2,443	5.13	121	10.08	157	26,756	25,981	1.03	216	.83
Ilocos Sur	5	5	9,663	2,165	4.46	174	7.91	197	33,810	26,287	1.29	267	1.02
Iloilo	3	3	14,778	3,109	4.75	131	4.23	307	42,539	51,857	.84	554	1.07
Isabela	3	3	2,935	1,123	2.61	47	4.27	114	11,681	14,875	.79	135	1.24
Laguna	1	1	5,000	1,011	5.00	69	6.90	75	31,379	29,487	1.06	240	.87
Lanao	2	1	743	1,175	4.25	16	8.00	42	2,862	3,782	.76	41	1.08
Leyte	4	4	6,089	1,936	3.15	58	3.05	123	29,014	59,303	.49	611	1.03
Manila	7	7	24,646	7,743	3.18	459	5.96	73	138,412	57,463	2.41	2,302	4.00
Marinduque	1	1	1,993	471	4.23	18	3.60	45	5,727	7,320	.78	32	.71
Masbate	1	1	887	263	3.37	13	4.33	52	3,267	7,400	.44	49	.66
Mindoro	1	1	2,008	344	5.84	5	1.67	39	6,023	8,101	.74	32	.80
Misamis	1	1	2,574	374	8.75	20	5.00	196	16,422	27,802	.59	629	2.26

Mountain.....	2	2	2,511	724	3.46	55	7.86	189	182	7,247	15,786	.46	314	1.99
Nueva Ecija.....	1	1	5,455	1,430	3.81	24	1.71	187	59	18,766	28,342	.66	142	.80
Nueva Vizcaya.....	2	2	2,961	454	6.52	32	6.40	47	7,839	6,086	1.29	180	1.31	
Occidental Negros.....	1	1	4,198	1,012	4.15	83	8.30	189	149	22,786	43,218	.53	757	1.75
Oriental Negros.....	2	2	3,822	919	4.16	34	3.78	161	51	13,915	21,769	.64	135	.62
Palawan.....	1	1	1,353	267	6.07	8	2.67	91	79	5,854	5,876	1.00	176	2.98
Pampanga.....	3	3	6,487	1,736	3.74	94	5.53	160	127	26,882	27,506	.98	476	1.73
Pangasinan.....	3	3	15,270	5,085	3.00	164	3.22	347	209	80,139	57,766	1.39	287	.50
Rizal.....	2	1	3,241	1,098	2.95	33	3.00	135	65	15,226	23,280	.65	154	.67
Romblon.....	2	2	2,454	392	6.26	8	2.00	66	60	6,108	7,370	.83	42	.57
Samar.....	3	2	3,375	853	3.96	33	3.67	249	229	27,511	25,418	1.08	326	1.28
Sorsogon.....	2	2	3,070	717	4.28	27	3.86	124	35	9,870	17,444	.55	112	.64
Sulu.....	1	1	600	149	4.63	20	13.42	108	2	790	12,001	.07	20	.17
Surigao.....	1	1	2,011	244	8.24	18	9.00	128	54	6,794	14,413	.47	89	.62
Tarlac.....	2	2	5,334	1,137	4.69	107	9.73	165	156	19,820	21,614	.92	298	1.38
Tayabas.....	1	1	4,841	839	5.77	27	3.38	178	64	26,044	31,747	.80	148	.47
Union.....	2	2	5,630	1,654	3.40	51	3.00	120	71	25,402	21,986	1.16	149	.68
Zambales.....	1	1	1,649	506	3.26	14	2.80	72	31	9,602	12,131	.79	103	.85
Zamboanga.....	3	2	3,326	297	11.20	30	10.00	137	22	4,829	12,379	.98	504	4.07
Total.....	105	9	223,877	56,073	3.99	2,754	4.91	7,148	4,131	945,589	1,064,624	.89	12,795	1.20
Central Luzon Agricultural School.....	1	1	3,502	759	4.61	82	10.25	1	1	3,502	759	4.61	82	10.25
Philippine Nautical School.....	1	1	122	36	3.56	44	3.38	1	1	128	36	3.56	61	2.90
Philippine Normal School.....	1	1	9,350	1,330	7.03	44	3.38	3	2	10,655	2,130	5.00	28	3.11
Philippine School of Arts and Trades.....	1	1	3,486	904	3.86	28	3.11	1	1	3,486	904	3.86	28	3.11
Grand total.....	109	101	240,343	59,102	4.07	2,908	4.92	7,154	4,136	963,360	1,068,453	.90	12,966	1.21

No. XVI.—*Schools of Agriculture*

A table showing, by divisions and for the Islands, the number of teachers, the total annual enrolment, the area of land owned and cultivated, the number of animals and the value of the products for all agricultural schools, farm schools, and settlement farm schools, for the school year 1925-26.

Division and Schools	Number of Schools	Number of Teachers		Total Annual Enrolment	Area of Site in Hectares		Number of Animals					
		American	Filipino		Culti- vated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry
Abra:	1		7	156	75	115	53		2		12	1,292
Lagangilang Agricultural School												
Agusan:	1		7	196	24	42	14				28	71
Bunawan Agricultural School												
Settlement Farm Schools	61		103	3,860	197	831	20				140	1,252
Albay:	1		8	244	12	13	6				10	200
Guinobatan Farm School												
Cantanduanes Farm School (Virac)	1		7	139	9	11	2				18	281
Bohol:	1		7	136	17	22	15		1		4	40
Bilar Farm School												
Bukidnon:	1		10	219	87	724	43	8	13	104	29	167
Bukidnon Agricultural School												
Settlement Farm Schools	53		77	3,594	214	729	12		24		32	12
Camarines Sur:	1		6	239	173	481	72		2	65	34	581
Camarines Agricultural School (Pili)												
Capiz:	1		6	170	25	35	8				11	70
Capiz Farm School (Banga)												
Cavite:	1		6	161	9	9	3		2		10	180
Indang Farm School												
Cotabato:	1		6	176	19	34	7				60	
Piang Agricultural School (Kudurungan)												
Settlement Farm Schools	17		53	1,433	89	991	21		12			153
Davao:	1		4	69	15	110	5		11	4	25	250
Mampising Agricultural School									16	22	2	454
Settlement Farm Schools	19		27	920	88	801	18					
Ilocos Norte:	1		5	226	20	20	8		2	2	2	118
Batac Farm School												
Ilocos Sur:	1		9	320	24	29	15		2		10	250
Santa Maria Farm Schools												
Settlement Farm Schools	1		3	31	4	4	5	1			3	25
Isabela:	1		11	336	11	52	3				7	208
Echague Farm School (Mpal)												
Isabela Farm School	1		10	358	16	21	8		1	2	42	650
Lanao:	1		1	99	25	122	2	1	5	25		50
Lumbatan Agricultural School												
Settlement Farm Schools	10		8	406	23	73	1					

Levite:	1	1	5	94	100	345	17				18	451
Baybay Agricultural School	9		11	492	39	125	6				9	239
Misamis:												
Settlement Farm Schools	1	3	17	436	50	1,480	16	15	8	65	55	350
Mountain:	9		20	625	57	123	12	1		56	3	223
Trinidad Agricultural School (Baguio)												
Settlement Farm Schools	1	5	20	744	342	657	159		1	17	204	1,800
Nueva Ecija:	1		4	32	4	4	2				2	15
Central Luzon Agricultural School												
Settlement Farm Schools	1		6	179	27	153	26		13	6	6	40
Nueva Vizcaya:	8		19	354	19	185	28		15	7	15	247
Nueva Vizcaya Farm School												
Settlement Farm Schools	2		2	72	4	4	5					
Occidental Negros:												
Settlement Farm Schools												
Palawan:												
Aborlan Agricultural School	1		7	115	35	199	12		3	32	11	22
Settlement Farm Schools	1		3	86	1	100						
Pampanga:												
Pampanga Agricultural School	1		9	177	3	36	21	1	21	38	25	1,621
Pangasinan:												
San Carlos Farm School	1		16	520	11	11	7				9	98
Rizal:												
Settlement Farm Schools	2		2	80	18	19	17					48
Romblon:												
Olongan Farm School	1		8	185	22	40	20	2		14	106	3,307
Samar:												
Catarman Agricultural School	1		7	241	120	394	48			56	150	4,000
Settlement Farm Schools	9		13	430	23	56	6					143
Sulu:												
Lapak Agricultural School	1		6	182	36	231	15		17	115		142
Surigao:												
Settlement Farm Schools	9		11	399	43	184	17				10	219
Tarlac:												
Settlement Farm Schools	2		2	54	3	11	7				19	172
Zambales:												
Iba Farm School	1		6	240	8	12	13					178
Settlement Farm Schools	1		2	104	4	504	7	1	2	37	11	150
Zamboanga:												
Settlement Farm Schools	30		46	1,811	71	487	41		4		4	64
Total	271	10	625	21,200	2,216	10,629	843	30	181	667	1,076	19,898
Summary:												
Total Agricultural Schools	14	10	114	3,143	1,104	4,970	484	25	83	521	591	10,857
Total Farm Schools	13		105	3,274	211	5,231	134	2	21	24	235	3,620
Total Settlement Farm Schools	244		406	14,783	901		225	3	77	122	250	3,416

No. XVI.—*School of Agriculture—Continued*

Divisions and Schools	Value of School Products					Value of Products from Home Projects	Total Value of Products of School and Home Projects
	Animals	Vegetables	Field Crops	Fruits	Other Products		
Abra:							
Lagangiang Agricultural School	P1,454.73	P1,795.68	P5,705.10	P846.25	P2,681.63	P2,560.88	P15,044.27
Agusan:							
Bunawan Agricultural School	495.98	557.21	3,365.32	732.43			5,180.94
Settlement Farm Schools	4,407.97	2,844.23	27,626.29	4,523.46			39,407.95
Albay:							
Guinobatan Farm School	1,600.00	2,205.00	2,000.00	20.00			5,825.00
Catanduanes Farm School (Virac)	485.00	520.00	805.00	45.00	270.00	705.35	3,130.35
Bohol:							
Bilar Farm School	1,955.00	1,264.67	937.02	6.00		455.00	4,637.69
Bukidnon:							
Bukidnon Agricultural School	2,096.47	2,483.05	2,262.91	204.65	1,508.70	5,683.06	14,238.84
Settlement Farm Schools	483.12	788.96	7,768.82	1,225.22		892.50	11,153.62
Camarines Sur:							
Camarines Agricultural School (Pili)	3,712.35	892.85	2,163.27	1,147.19	3,107.86	7,820.16	18,843.68
Capiz:							
Capiz Farm School (Banga)	119.05	349.89	729.69	25.54	2,604.38	786.69	4,515.24
Cavite:							
Indang Farm School	876.00	234.19	1,675.79	200.00	150.00	4,862.50	7,998.48
Cotabato:							
Piang Agricultural School (Kudurungan)	58.30	460.47	187.50	332.13			1,038.40
Settlement Farm Schools	93.04	980.21	7,435.68	755.76	625.38		9,890.07
Davao:							
Mampising Agricultural School	750.00	285.60	1,538.89	220.39	25.00	230.20	3,050.08
Settlement Farm Schools	956.20	1,215.26	7,147.46	6,912.30	1,014.50	308.80	17,554.52
Ilocos Norte:							
Batac Farm School	590.00	623.00	2,100.00	150.00	25.00	350.00	3,843.00
Ilocos Sur:							
Santa Maria Farm School	500.00	400.00	3,400.00		38.00		4,338.00
Settlement Farm School	15.00	100.48	250.00	10.00	10.00		385.48
Isabela:							
Echague Farm School (Mpak)	298.00	931.17	110.00	36.14	15.00	509.52	1,900.63
Isabela Farm School	798.00	695.70	698.50	158.26	550.00	4,670.60	7,571.06
Lanao:							
Lumbatan Agricultural School	300.00	257.00	989.00	43.00			1,589.00
Settlement Farm Schools		239.00	1,525.00	182.00			1,946.00
Leyte:							
Baybay Agricultural School		431.68	8,429.56		3,353.64	406.60	12,621.48
Misamis:							
Settlement Farm Schools	131.36	187.88	2,336.90	226.05	60.75	1,818.45	4,761.39

[illegible]

No. XVII.—*Agricultural Clubs*

A table showing, by divisions and for the Islands, the number of boys' and girls' agricultural clubs, the number of club members with projects, the value of products of club members, and other relevant information, for the school year 1925-26.

Division	Number of Club Members with Projects				Value of Production from Projects of Club Members										Num-ber of Hogs Owned by Club Mem-bers		
	Number of Boys' and Girls' Agricul-tural Clubs	Gar-den	Hog	Poul-try	Fruit	Corn	Cook-ing	Total	Vege-table	Hog	Poultry	Fruit	Field Crops	Cooking		Total	
Abra	89	35	63	210	2			310	P\$37.50	P\$14.00	P2,556.01	P10.00			P3,317.51	73	1,292
Agusan																	
Albay	64	68	5	208	5	44	275	605	3,474.83	100.00	1,154.84	50.00	P\$80.00	P\$62.50	6,022.17	10	1,499
Antique	9		293	293				293			2,386.02				2,386.02		6,720
Bataan	31	39	23	226	265		84	637	650.75	695.40	4,150.00	382.60		672.28	6,551.03	59	5,380
Batanes	43	81	10	42		65		226	820.00	200.00	1,061.07		390.00	107.60	2,578.67	20	305
Batangas	70	229	390	111			51	781	747.40	5,630.35	1,604.00			298.14	8,279.89	351	1,310
Bohol	23	198	73	130	71	10		482	1,220.30	1,094.77	1,365.93	115.76	20.00		3,816.76	298	3,744
Bukidnon	3	77		77		77		231	497.58	705.50			4,516.53		5,719.61		518
Bulacan	106	851		861	42			1,754	7,124.15		11,601.13	57.79			18,783.07		
Cagayan	27	47	9	205				261	593.96	108.10	2,469.89				3,171.95	60	2,886
Camarines Norte	81	67	187	106	18		298	671	120.40	1,490.00	5,676.84	34.45		497.27	2,718.96	217	1,212
Camarines Sur	33		231				256	487		5,133.00				1,084.00	6,167.00		9,319
Capiz	41	312	40	79	335		60	826	1,905.29	730.65	1,232.12	2,742.76		68.77	6,679.59	52	1,245
Cavite	14	32	31	96	142	63	14	378	128.15	1,384.00	2,051.76	2,398.37	945.70	283.43	7,191.41	95	2,446
Cebu	16	18	37	313	13	19		400	14.60	541.00	2,301.05	10.30	90.45		2,957.40	133	3,307
Cotabato	5		10	42			11	33		158.00	121.00			18.00	297.00	16	151
Davao	7	6		8				54	24.50	139.00	175.00				338.50	1	296
Ilocos Norte	95	67	36	461	1,020		34	1,618	1,238.08	1,152.29	10,840.07	6,069.56		290.30	19,590.30	93	12,944
Ilocos Sur	16	130		118			192	440	1,224.03		2,645.56			198.40	4,068.09		3,882
Iloilo	76	264	132	368	11	112	164	1,051	1,782.97	2,648.00	4,949.39	26.00	273.40	588.26	10,268.02	245	5,774
Isabela	32	515	15	204	226	25	8	938	5,046.77	732.00	4,015.30	805.14	1,076.80	283.00	11,959.01	75	3,347
Laguna	31			738				738			11,262.04				11,262.04		10,267
Lanao	2						68	68						281.00	281.00		
Leyte	60	327	97	923		79	208	1,634	2,696.00	531.96	12,103.70		120.00	134.84	15,586.50	225	11,477
Marinduque	84	481		120			133	794	331.60		647.56			105.90	1,085.06		846
Masbate	87	261	52	413			146	872	632.33	387.00	5,125.00			128.60	6,272.93	70	7,021

Mindoro.....	104	803	15	335	206	1,358	1,195.30	50.00	776.70	225.44	2,247.44	15	2,314
Misamis.....	25			311		311		50.00	8,816.34		8,816.34		13,893
Mountain.....			4	14		18			88.80			4	199
Nueva Ecija.....	318	994	237	1,332	185	54	4,365.82	5,545.27	11,135.02	919.52	23,733.10	496	8,632
Nueva Vizcaya.....	9	231	10	32	216		265.00	70.00	8,052.70	125.00	1,305.50	123	9,629
Occidental Negros.....	58	534	75	844			1,384.31	1,050.00	2,013.27		253.05		348
Oriental Negros.....	3			49		196	245	232.50	2,855.56		3,192.55	40	4,629
Palawan.....	34	18	8	244			104.49						
Pampanga.....	11	164		110		27	1,061.98		1,545.25		86.00		2,900
Pangasinan.....	83	35	341	976	101	2	1,455	758.17	14,505.86	1,627.71	24,558.59	888	13,999
Rizal.....	6			17		51	68		91.75		149.61		321
Romblon.....	89	235	41	384	10	113	783	592.00	3,132.02	726.61	109.24	134	5,919
Samar.....	128	224	22	986	27	303	1,618	615.12	6,925.88	302.00	423.39	105	9,868
Sorsogon.....	16			320			320		2,812.00				7,400
Surigao.....	16	45	3	355			303	49.50	851.49			6	2,830
Tarlac.....	22	47	58	200	24		943.74	1,281.35	2,590.47	269.91	5,085.47	127	2,409
Tayabas.....	50	196		1,130	103	785	2,214	1,372.00	73,450.00	1,545.00	80,292.00		71,346
Union.....	35	126	53	607	31		1,223.01	1,083.10	6,875.39	108.88	9,295.38	343	16,028
Zambales.....	31	141	21	449		165	776	1,454.46	5,143.27		1,258.25	126	8,166
Zamboanga.....	12		14	26		45	85	275.00	125.00		150.00	13	251
Total.....	2,118	7,898	2,120	15,206	2,847	606	5,727	34,404	46,481.04	18,327.36	14,265.74	4,463	280,269
Central Luzon Agricul- tural School.....	8	327	160	90				2,400.00	900.00		4,100.00	160	1,800
Grand total.....	2,126	8,225	2,280	15,296	2,847	606	5,727	34,981	47,281.04	18,327.36	14,265.74	4,623	282,069

a Includes home improvement.

No. XVIII.—*School and Home Gardens and Nurseries*

A table showing, by divisions and for the Islands, the number of school and home gardens, the estimated market value of their products, and the number of schools with nurseries, for the school year 1925-26.

Division	Gardens						Nurseries								
	Number of Schools with School Gardens			Number of Pupils with Home Gardens			Number of Pupils Taking Vegetable Gardening			Number of Schools with Nurseries					
	Primary	Intermediate	Total	Primary	Intermediate	Total	Estimated Area (in Hec- tares) Cultivated by Pupils in the Division (Including both School and Home Gardens)	Estimated Market Value of Products Raised (in- cluding both School and Home Gardens)	Primary	Intermediate	Total	Primary	Intermediate	Total	Number of All Kinds of Trees in Nurseries at End of School Year
Abra	71	9	77	944	266	1,210	27	P2,683.38	1,452	273	1,725	10	1	12	966
Agusan	20	4	24	277	70	347	5	1,987.65	545	131	676	2		2	468
Albay	158	19	177	3,324	581	3,905	108	5,421.96	3,594	30	4,424	23	6	29	4,613
Antique	77	15	92	1,927	373	2,300	79	5,215.25	1,653	370	2,023	33	11	44	660
Bataan	27	10	37	395	291	686	10	8,000.00	466	345	811	12	8	20	338
Batanes	6	12	18	31	70	101	9	945.00	37	80	117	4	2	8	806
Batangas	119	21	140	4,028	719	4,747	27	14,134.48	4,062	744	4,826	67	12	79	3,827
Bohol	247	35	282	4,809	988	5,797	70	32,016.91	5,013	991	6,004	209	30	240	11,502
Bukidnon	4	4	8	60	267	312	15	234.20	172	172	172	30	1	31	3,520
Bulacan	174	21	195	2,862	267	3,129	38	29,924.84	4,482	833	5,315	41	16	57	750
Cagayan	158	29	187	5,483	1,602	7,085	167	20,195.08	3,638	967	4,605	22	8	30	766
Camagines Norte	31	7	38	1,160	160	1,320	9	3,199.80	1,087	134	1,221	4	2	6	514
Camagines Sur	103	18	121	2,955	448	3,403	40	14,653.00	3,362	478	3,840	34	12	47	1,594
Capiz	128	29	157	2,433	683	3,116	33	22,579.92	2,296	721	3,017	46	24	71	3,363
Cavite	45	12	57	884	225	1,109	20	5,282.36	1,659	489	2,148	16	4	21	4,031
Cebu	324	54	378	7,627	1,757	9,384	91	22,009.14	9,160	2,328	11,488	159	35	194	4,720
Cotabato	90	2	92	501	33	534	16	4,181.13	2,033	33	2,066	10	2	13	1,069
Davao	87	10	97	307	40	347	26	4,782.80	2,187	116	2,303	2	1	3	1,196
Iloos Norte	152	20	172	2,089	361	2,460	38	10,872.05	2,562	461	3,023	95	15	110	4,440
Iloos Sur	164	27	191	2,903	620	3,523	49	26,418.84	4,283	985	5,268	137	27	165	7,882
Iloilo	158	52	210	4,396	1,803	6,199	83	43,631.98	5,496	2,135	7,711	62	32	94	2,870
Isabela	88	12	100	2,804	599	3,403	48	24,182.47	2,881	976	3,857	20	8	29	2,116

Laguna.....	93	26	119	2,161	599	2,760	15	7,980.41	4,306	1,119	5,425	14	4	18	253	
Lanao.....	39	11	50	218	51	269	14	2,891.00	766	184	950	7	1	9	799	
Leyte.....	305	33	338	21,557	3,930	25,487	254	41,781.71	6,047	991	7,038	204	31	236	68,010	
Manila.....	7	9	16	.....	21	21	2	2,700.00	732	1,128	1,860	.....	.....	.....	.....
Marinduque.....	40	5	45	916	235	1,151	5	876.50	927	233	1,160	18	3	21	495	
Masbate.....	39	11	50	760	256	1,016	33	3,258.69	982	288	1,270	8	11	19	264	
Mindoro.....	50	11	61	1,546	248	1,794	28	5,462.00	2,178	458	2,636	30	11	41	730	
Misamis.....	152	15	167	3,137	246	3,383	110	25,979.37	4,349	491	4,840	125	16	141	3,753	
Mountain.....	125	21	146	2,062	330	2,392	668	14,154.19	4,882	1,093	5,975	71	6	78	17,374	
Nueva Ecija.....	128	28	156	1,526	468	1,934	64	20,510.44	3,598	982	4,580	113	26	139	2,162	
Nueva Vizcaya.....	20	10	30	1,195	106	301	29	1,914.09	608	279	887	8	3	12	295	
Occidental Negros.....	132	31	163	8,211	2,299	10,510	96	19,717.00	4,963	1,748	6,711	28	9	37	1,634	
Oriental Negros.....	83	19	102	1,446	554	2,000	24	7,354.60	3,092	1,845	3,937	55	13	68	1,341	
Palawan.....	80	19	99	1,309	254	1,563	23	3,274.88	1,445	277	1,722	33	10	43	2,932	
Pampanga.....	116	20	136	1,660	528	2,188	32	9,606.37	3,553	893	4,446	13	7	39	1,333	
Pangasinan.....	267	43	310	8,014	2,432	10,446	142	82,859.10	8,935	2,515	11,450	191	42	233	3,035	
Rizal.....	51	24	75	852	394	1,246	38	4,987.83	1,649	946	2,595	17	10	27	511	
Romblon.....	43	6	49	683	122	805	6	3,499.74	754	173	927	5	3	9	1,133	
Samar.....	184	27	211	3,027	559	3,596	103	10,236.48	2,931	546	3,477	83	17	101	6,937	
Sorsogon.....	105	16	121	2,420	310	2,730	16	11,082.00	2,420	632	3,052	105	16	121	7,800	
Sulu.....	40	6	46	325	50	375	30	641.78	837	193	1,130	1	1	2	15	
Surigao.....	54	4	58	1,235	3	1,238	20	1,148.85	1,436	64	1,500	8	1	9	57	
Tarlac.....	127	17	144	2,435	947	3,382	54	38,194.67	3,113	1,179	4,292	24	7	31	320	
Tayabas.....	158	30	188	8,962	1,813	10,775	50	89,397.00	8,962	903	9,865	28	20	48	270,374	
Union.....	96	27	123	3,445	993	4,438	50	28,467.11	3,458	1,004	4,462	49	21	70	12,554	
Zambales.....	49	12	61	892	444	1,336	13	5,745.06	1,006	403	1,409	32	10	42	1,889	
Zamboanga.....	78	11	89	1,708	349	2,057	606	2,343.00	1,964	510	2,474	21	10	32	1,784	
Total.....	5,092	901	5,993	132,921	30,497	163,418	3,533	748,566.01	142,133	34,577	176,710	2,347	568	16	2,931	468,245
Central Luzon Agricultural School.....	1	1	2,100
Philippine Normal School.....
Grand total.....	5,092	901	5,993	132,921	30,497	163,418	3,533	748,566.01	142,133	34,577	176,710	2,347	568	17	2,932	470,345

No. XIX.—*Industrial Production*

A table showing, by divisions and for the Islands, the total enrolment and the estimated value of production of commercial consequence in industrial courses during the school year 1925-26.

Division	Embroidery and Lace Making			Basketry			Municipal Shops			Provincial Trade Schools			Provincial Shops			Miscellaneous			Total
	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	
Abra	917	P618.68	512	P989.84											1,024	P922.77	2,453	P2,531.29	
Agusan	855	1,152.86													2,817	7,507.12	3,672	8,659.98	
Albay	2,276	2,064.38	3,727	2,902.79											3,975	3,331.28	10,103	16,119.97	
Antique	746	1,405.28	928	7,795.81	78	P829.77									3,363	5,642.46	5,238	9,632.45	
Bataan	581	508.73	220	263.94	37	193.16									1,008	2,736.87	1,846	3,702.70	
Batanes	131	1,372.00	76	795.00											273	916.00	501	4,045.00	
Batangas	1,280	2,128.52	1,512	2,645.33	618	2,761.55									2,806	7,387.38	6,393	21,838.37	
Bonol	5,882	7,621.45	5,736	9,394.91	457	1,800.36									10,713	30,252.61	22,932	55,366.33	
Bukidnon	144	808.74			34	80.00									391	604.40	589	3,001.84	
Bulacan	5,524	11,083.20	3,897	6,994.00	444	3,173.29									14,002	38,727.55	23,985	67,289.46	
Cagayan	1,884	4,969.72	3,435	4,549.51	120	1,220.30									6,885	24,241.59	12,453	40,015.39	
Camarines Norte	518	733.75	206	491.38	60	404.80									1,511	1,692.13	2,385	3,442.06	
Camarines Sur	890	2,274.00	806	1,478.00											3,580	14,103.00	5,399	21,987.00	
Capiz	1,260	2,452.08	1,263	1,859.80	269	1,571.77									8,131	26,608.19	11,023	37,860.40	
Cavite	2,509	4,272.01	1,904	2,843.15	102	182.00									4,808	8,627.82	10,012	17,435.22	
Cebu	8,480	7,737.92	5,972	6,315.36	558	1,737.80									20,460	52,693.51	35,710	103,261.24	
Cotabato	198	227.41	168	231.05	48	201.00									1,843	17,529.69	2,257	18,189.15	
Davao	235	286.56	185	199.95	29	501.88									2,080	1,486.38	2,599	2,444.75	
Ilocos Norte	2,840	9,966.45	1,910	9,845.74	298	6,297.66									8,292	32,030.40	13,441	62,668.36	
Ilocos Sur	4,306	3,223.81	2,248	2,175.51	649	953.94									5,149	13,438.31	12,431	30,474.44	
Iloilo	3,497	11,034.47	3,972	5,187.53	260	3,557.21									4,849	18,724.54	12,613	43,668.91	
Isabela	1,025	1,955.93	150	182.75	1,025	1,525.63									777	587.00	2,384	5,592.17	
Laguna	3,328	1,684.19	2,607	1,286.55	1,131	5,890.04									8,195	14,264.02	15,261	23,124.80	
Lanao	172	249.00	39	98.00	41	250.00									951	3,113.00	1,203	3,730.00	
Leyte	8,136	7,715.98	5,334	4,765.23	935	9,795.98									5,928	24,476.19	20,579	72,882.32	

Manila	14,591	406.50	17,856	2,084.60	2,252	1,087.42				2,253	2,125.90	34,699	2,491.10
Marinduque	412	637.39	872	788.27	308	1,884.09				2,419	2,287.18	3,845	5,238.98
Masbate	653	325.69	315	579.31	134	784.09				2,103	1,314.48	2,021	3,976.25
Mindoro	622	263.58	406	1,034.26			36	444.24		7,152	29,240.73	3,167	3,056.92
Misamis	4,750	4,841.35	2,599	9,817.81	165	5,473.14						14,666	49,373.03
Mountain		389.60	379	977.85	219	3,259.80				2,128	15,673.46	2,785	20,300.71
Nueva Ecija	1,545	7,877.23	1,723	3,353.60	577	5,446.19				7,356	22,639.83	11,201	39,316.85
Nueva Vizcaya	152	211.94	460	123.50	110	250.00				7,035	606.00	1,327	1,191.44
Occidental Negros	2,187	7,033.00	2,948	3,101.00	331	1,838.00				6,351	10,745.00	12,501	22,712.00
Oriental Negros	3,260	3,941.70	1,676	3,397.20			65	6,657.43			14,320.33	11,352	25,316.66
Palawan	321	654.62	265	456.88	5	500.00				1,164	2,139.84	1,800	5,105.88
Pampanga	1,832.59	1,832.59	1,146	1,628.02	543	1,409.79	45	1,304.54		4,591	6,846.88	7,536	22,257.51
Pangasinan	4,697	34,591.41	3,302	7,807.34	1,922	26,459.86	298	10,540.23		27,998	159,368.92	38,194	241,954.56
Rizal	1,978	1,198.16	1,928	2,201.60	390	1,826.80	275	13,927.03		2,677	6,194.82	6,973	11,421.38
Romblon	720	488.79	554	519.74	22	8,289.58				1,887	4,549.33	3,183	13,847.44
Samar	1,137	1,808.56	1,250	2,033.57	218	1,959.61	123	6,647.50		4,872	5,495.15	7,600	17,944.39
Sorsogon	1,429	4,865.00	1,315	3,851.00	281	1,063.00				5,269	10,538.00	8,294	20,317.00
Sulu	375		375	116.27	72	2,174.60				998	1,639.04	1,445	3,929.91
Surigao	1,304	813.52	479	281.26			239	6,063.18		2,688	4,996.34	4,710	12,154.30
Tarlac	3,556	5,749.57	1,321	2,665.60	171	2,929.56	57	3,326.88		7,015	14,079.01	12,120	28,751.62
Tayabas	2,382	7,193.64	6,926	23,852.50	118	1,154.04	216	860.91		11,238	34,858.00	20,880	67,919.09
Union	3,402	3,033.29	675	327.17	136	1,039.40	107	3,866.72		4,112	18,592.81	8,432	26,965.39
Zambales	970	1,529.71	1,023	902.83	58	508.11				5,691	21,119.42	8,066	27,377.47
Zamboanga	341	465.00	446	622.00	6	906.00	161	19,238.00		722	770.00	1,676	22,001.00
Total	109,420	177,697.97	97,136	139,215.41	15,231	111,377.11	3,021	186,990.62	1,152	239,905	747,845.02	465,865	1,383,305.48
Philippine Normal School	315	566.36	392	302.00								707	868.36
Philippine School of Arts and Trades							767	34,988.89				767	34,988.89
Grand total	109,735	178,264.33	97,528	139,517.41	15,231	111,377.11	3,788	221,979.51	1,152	239,905	747,845.02	467,339	1,419,162.73

No. XX.—*Voluntary Contributions*¹

A table showing, by divisions and for the Islands, the details of voluntary contributions for public-school purposes, school year 1925-26.

Division	Form and Amount of Donation					Amount Devoted To—						
	Total	Money	Materials	Labor	Land	Miscellaneous	Salaries	Buildings and Grounds	Libraries	Athletics	Miscellaneous	Balance on Hand
Pangasinan	226,980.25	182,352.61	255,867.01	115,357.03	1,090.00	2,313.60	556,420.05	59,470.99	336,746.82	225,831.51	8,244.23	240,266.65
Iloilo	107,359.99	71,914.21	20,841.74	11,893.14	775.00	1,935.90	44,253.19	45,952.68	4,923.04	3,612.74	2,157.24	7,061.10
Ilocos Sur	68,138.49	49,771.67	9,586.27	5,349.85	1,080.50	2,406.20	12,380.73	22,306.99	12,277.90	8,000.54	3,788.19	9,439.14
Tayabas	67,039.13	48,047.26	11,333.36	4,122.40	2,134.60	1,401.31	37,939.24	23,716.25	1,814.92	753.36	1,965.01	8,600.55
Cagayan	64,608.74	35,640.80	13,555.65	12,237.13	1,768.00	1,407.16	14,316.22	30,160.34	6,283.47	5,870.37	2,503.69	5,474.65
Leyte	63,885.76	10,591.50	29,351.26	18,236.00	3,638.00	2,069.00	3,316.85	56,943.15	755.66	1,272.45	966.20	631.45
Pampanga	48,743.52	36,623.01	6,567.39	2,841.00	1,450.00	1,262.12	1,442.50	24,809.49	8,051.14	5,890.53	6,615.42	1,934.44
Antique	48,206.75	29,974.98	9,203.80	6,131.10	1,596.00	1,300.87	10,998.80	32,902.91	2,323.15	1,441.07	444.00	96.82
Nueva Ecija	44,048.15	39,635.59	2,774.06	1,433.50	1,596.00	2,005.00	36,665.71	4,461.05	1,343.60	861.62	625.93	90.24
Misamis	43,020.01	7,665.78	17,467.00	11,520.50	5,895.19	471.54	1,485.90	39,731.09	550.42	188.04	229.26	835.30
Zambales	39,964.48	16,814.94	8,809.53	12,174.14	150.00	2,015.87	2,521.98	17,428.57	2,884.61	3,644.89	9,070.57	4,413.86
Bulacan	35,877.99	25,322.51	4,890.06	2,248.50	585.00	2,831.92	5,075.75	26,164.36	2,981.28	1,995.37	2,256.18	2,480.20
Ilocos Norte	35,631.15	671.15	22,380.75	10,969.35	242.00	1,367.90	7,740.00	34,051.50	210.00	586.00	586.00	993.65
Mountain	34,835.00	50.00	19,265.00	14,410.00	800.00	310.00	3,825.00	33,825.00	122.40	110.40	549.08	1,863.42
Union	33,660.67	25,636.19	4,301.13	3,190.45	246.00	286.90	20,316.77	10,698.60	60.00	2,554.86	2,554.86	278.00
Cavite	30,714.15	27,356.90	1,175.40	4,116.00	7,240.83	765.85	20,580.46	7,240.83	213.76	1,143.88	2,153.26	1,010.68
Capiz	30,037.43	12,899.88	7,334.74	3,716.57	4,790.00	1,296.24	5,075.75	20,440.10	584.00	349.70	291.50	2,319.17
Marinduque	29,951.69	16,039.77	6,949.07	4,694.55	2,200.00	683.30	7,431.00	18,717.32	534.00	5,544.89	2,560.16	3,276.03
Albay	28,181.08	20,614.28	4,175.30	3,841.50	50.00	3,292.55	11,533.19	5,659.15	7,556.80	1,593.80	4,871.30	1,947.82
Sorsogon	27,058.03	18,154.84	3,725.71	1,884.93	2,005.00	3,292.55	11,533.19	5,659.15	1,452.77	1,593.80	4,871.30	1,947.82
Occidental Negros	24,803.98	9,401.32	9,483.38	4,575.19	300.00	1,044.09	2,581.43	11,961.57	2,220.05	4,037.24	1,073.91	2,929.78
Samar	24,684.11	6,481.46	11,812.40	4,742.00	646.00	982.25	122.00	20,351.30	571.60	1,428.07	913.20	977.94
Camarines Sur	24,484.02	12,343.36	5,940.27	3,515.15	2,020.94	664.30	2,813.24	17,230.29	546.61	2,813.24	2,435.45	1,458.43
Batangas	22,819.76	15,255.67	4,243.48	1,866.00	1,094.00	360.62	1,989.00	11,143.26	4,329.38	3,294.20	382.51	1,681.41
Laguna	22,575.01	17,353.27	1,445.50	1,624.50	2,005.00	146.74	11,586.68	7,309.91	1,023.73	636.51	1,366.36	651.82
Bohol	22,426.86	5,893.61	8,376.04	7,104.11	750.00	303.10	1,049.50	18,983.63	349.81	925.69	1,003.00	115.23
Cebu	20,239.22	18,721.15	683.20	4,497.00	397.87	397.87	2,365.26	2,365.26	7,109.16	4,439.38	832.39	5,553.08
Romblon	18,560.65	8,341.50	6,331.10	2,862.55	164.50	319.00	1,274.55	12,739.40	1,954.68	1,117.36	757.53	717.13
Palawan	16,058.11	4,236.11	6,245.00	5,565.00	12.00	12.00	574.85	12,122.00	574.85	829.42	397.27	2,134.57
Nueva Vizcaya	15,830.00	1,000.00	8,890.00	5,540.00	400.00	400.00	15,730.60	15,730.60				100.00

Tarlac	13,215.21	4,830.41	5,290.80	2,753.00	1,100.00	341.00	1,854.00	9,525.11	520.60	929.00	386.50
Mabate	11,412.84	3,728.09	2,768.00	2,682.00	1,134.75			5,143.50	332.46	5,418.31	231.36
Davao	10,497.89	6,425.39	1,942.00	1,750.00				7,553.00			2,944.89
Abra	10,252.50	5,076.70	2,917.83	1,911.97	230.00	116.00	223.20	5,167.53	1,302.18	210.53	1,204.04
Isabela	9,810.31	6,137.31	1,530.00	1,685.00	140.00	318.00	2,460.00	4,566.40	424.92	496.00	797.25
Zamboanga	9,430.00	400.00	4,100.00	1,600.00	1,500.00	1,830.00	1,730.00	4,500.00	800.00	1,000.00	200.00
Oriental Negros	9,109.47	434.79	4,272.76	3,386.00	930.92	85.00		8,793.58	6.00	314.89	30.00
Camarines Norte	8,529.25	800.00	3,939.50	2,681.00	300.00	808.75		7,983.80	86.50	458.95	
Rizal	8,456.99	5,764.93	624.08	655.48	1,000.00	412.50	3,527.52	3,972.76	145.55	512.39	2.06
Agusan	7,671.95	1,799.75	3,626.20	2,223.00		23.00	809.89	6,639.20	42.86	157.00	23.00
Bukidnon	7,294.25	214.25	4,405.00	2,631.00		44.00		7,086.00	75.84	72.74	
Mindoro	7,099.00	3,728.40	1,015.00	1,645.50	150.00	560.10	120.00	5,323.00	262.13	503.60	306.43
Surigao	6,331.20	2,214.30	2,362.40	934.50	760.00	60.00	413.20	4,726.90		617.09	574.01
Philippine School of Arts and Trades	2,784.38	1,910.00	852.05	22.33							
Corabato	2,076.32	2,277.50	1,038.82	560.00	100.00	100.00		1,798.82			
Lanao	1,860.00		1,190.00	450.00	150.00	70.00	972.42	1,860.00			
Bataan	1,296.82	1,296.82						324.40			
Batanes	650.00		50.00	600.00				650.00			
Total	1,448,297.06	819,843.95	385,531.24	213,169.92	42,211.65	37,540.30	318,131.73	738,968.19	92,705.05	72,890.93	109,789.13
Central Luzon Agricultural School	6,973.78	4,046.58	800.00	2,132.20				4,002.78	1,461.55		
Grand total	1,455,275.84	823,890.53	336,331.24	215,302.12	42,211.65	37,540.30	318,131.73	742,969.97	94,166.60	72,890.93	109,789.13

No. XXI.—*School Health Work*

A table showing, by divisions and for the Islands, statistics on health work in the public schools during the year 1926.

Division	Total Annual Enrollment (December)	Number of Pupils Vaccinated (including injection)	Number of Pupils Examined	Percentage		Percentage of Those Examined Treated	Number of Health Inspectors	Number of Pupils per Health Inspectors		Number of School Dispensaries	
				Examined	Enrolled			Those Examined	Those Treated	With Trained Nurses in Charge	With Teachers in Charge
Abra.....	7,214	3,157	1,700	23.57		21.18	18		76.67	401	2
Agusan.....	8,590	3,150	6,447	36.67		25.37	1		47.06	8,590	1
Albay.....	28,590	17,431	23,352	81.58		13.31	50		86.28	572	11
Antique.....	12,136	9,554	7,609	62.70		9.96	45		43.65	3	
Bataan.....	6,039	4,182	1,805	29.89		75.24	13		83.43	465	
Batanes.....	944	728	786	83.26		22.01	7		91.33	135	12
Batangas.....	26,258	16,250	19,839	75.55		25.00	45		86.99	584	
Bohol.....	41,891	7,579	7,579	13.09		7.64	42		88.95	998	
Bukidnon.....	4,575	2,322	2,085	45.57		44.99	2		99.47	2,287	18
Bulacan.....	31,781	22,273	24,952	78.51		28.97	72		85.25	441	23
Cagayan.....	21,430	7,126	12,732	59.41		16.19	45		64.58	476	1
Camarines Norte.....	5,240	4,165	3,788	72.29		54.67	15		19.46	349	
Camarines Sur.....	18,389	11,761	12,496	67.95		25.70	37		64.37	497	3
Capiz.....	28,017	18,395	11,704	41.77		10.43	31		70.43	904	2
Cavite.....	17,571	13,926	16,160	91.97		18.99	9		84.01	1,952	9
Cebu.....	65,427	38,624	43,919	67.13		20.26	86		74.83	761	5
Cotabato.....	6,292	3,417	3,215	54.94		28.18	11		93.82	572	6
Davao.....	8,450	1,917	1,656	49.63		12.50	5		73.91	1,690	2
Ilocos Norte.....	25,981	15,962	18,708	72.01		63.61	13		96.70	1,998	21
Ilocos Sur.....	26,287	9,343	10,811	41.13		76.18	45		33.83	584	32
Iloilo.....	51,857	31,808	25,520	49.21		33.77	24		83.74	2,161	12
Isabela.....	14,875	6,440	6,411	43.10		10.58	2		100.00	2,125	2
Laguna.....	29,487	12,949	24,582	83.37		19.15	35		93.69	842	3
Lanao.....	3,782	1,667	2,268	59.97		31.70	12		52.99	315	54
Leyte.....	59,303	34,814	22,935	38.67		21.37	66		82.07	899	31
Manila.....	57,463	23,867	57,463	100.00		19.20	17		45.81	3,380	3
Marinduque.....	7,320	4,576	2,072	28.31		47.44	15		68.97	388	1
Masbate.....	7,400	5,049	4,204	56.81		14.53	11		93.60	673	1
Mindoro.....	8,101	8,101	100.00	100.00		45.66	1		67.03	8,101	207
Misamis.....	27,802	20,062	13,304	71.59		36.58	39		71.35	713	17

Mountain.....	15,786	9,367	6,562	41,57	48,96	82,32	28	421	18	129
Nueva Ecija.....	28,342	12,190	16,105	56,82	25,02	82,01	29	977	1	29
Nueva Vizcaya.....	6,086	2,798	1,653	27,16	12,40	100,00	14	506	1	74
Occidental Negros.....	43,218	23,228	24,439	56,55	16,91	89,55	28	1,544	1	42
Oriental Negros.....	21,769	9,649	13,635	62,63	26,48	72,08	38	573	2	2
Palawan.....	5,876	2,434	3,239	55,12	29,82	68,12	12	489	5	19
Pampanga.....	27,506	15,336	9,454	34,37	.37	65,71	77	1	---	---
Pangasinan.....	57,766	7,462	27,504	47,61	41,66	74,07	1	57,766	---	---
Rizal.....	23,280	17,866	13,193	56,67	---	---	55	423	14	5
Romblon.....	7,370	5,566	4,712	63,98	18,04	42,94	15	491	3	---
Samar.....	25,418	15,389	15,361	60,43	35,00	76,66	50	508	9	11
Sorsogon.....	17,444	9,519	8,503	50,65	36,13	68,55	9	1,938	1	---
Sulu.....	12,001	4,950	2,235	18,62	54,27	86,89	10	1,200	---	2
Surigao.....	14,413	4,051	5,208	36,13	25,59	63,56	24	600	2	---
Tarlac.....	21,614	15,145	13,408	62,02	11,57	97,36	29	745	6	43
Tayabas.....	31,747	16,575	20,420	64,32	31,24	68,14	36	882	4	2
Union.....	21,986	9,938	14,269	65,04	38,33	83,37	62	355	1	---
Zambales.....	12,131	6,806	3,000	41,22	20,00	65,00	5	2,426	---	---
Zamboanga.....	12,379	3,938	4,596	37,13	36,81	90,78	12	1,032	---	---
Total.....	1,064,624	556,657	611,112	57,40	25,79	65,00	1,333	799	174	835
Central Luzon Agricultural School.....	759	---	---	---	---	100,00	1	759	1	---
Philippine Nautical School.....	36	---	---	---	---	---	---	---	---	---
Philippine Normal School.....	2,130	1,329	2,130	100,00	---	---	1	2,130	---	2
Philippine School of Arts and Trades.....	904	---	---	---	---	85,44	---	---	1	---
Grand total.....	1,058,453	556,986	613,242	57,38	25,90	65,25	1,335	800	176	837

No. XXII.—*Junior Red Cross Activities* ^a

A table showing, by divisions and for the Islands, the statistics of memberships, contributions, dentists, dental examinations and dental treatments in the public schools for the year 1926.

Division	Schools Enrolled in Junior Red Cross	Junior Red Cross Members ^b	Pupils Contributing ^b	Contributions to Junior Red Cross	Dental Service		
					Dentists ^c	Number Inspected	Prophylactic Treatments ^d
Abra	73	7,148	5,019	P1,548.30	1	2,327	2,195
Agusan	80	8,616	7,669	2,274.29	1	3,482	3,356
Albay	150	26,074	19,289	4,569.50	1	2,330	1,252
Antique				1,515.45	1	3,597	3,597
Bataan	31	5,913	5,756	1,726.80	1	1,481	1,479
Batanes	8	1,057	675	181.65			
Batangas	34	25,886	21,611	6,480.50	3	6,669	6,411
Bohol	269	42,239	25,565	7,041.42	3	17,277	17,152
Bukidnon							
Bulacan	191	26,745	22,456	6,371.07	3	12,688	10,591
Cagayan	139	20,291	15,251	2,692.73	1	2,808	2,639
Camarines Norte	13	4,681	3,560	1,098.61		205	
Camarines Sur	125	17,692	17,454	5,277.60	2	8,622	8,622
Capiz	146	26,055	20,938	6,552.39	1	7,347	6,347
Cavite	25	16,066	7,710	3,127.48	1	2,775	2,611
Cebu	345	64,417	60,013	18,004.00	6	32,233	31,443
Cotabato	44	3,658	1,296	385.50			
Davao	40	3,355	1,444	437.28			
Ilocos Norte	23	25,302	16,348	4,908.00	2	6,584	6,163
Ilocos Sur	149	25,698	21,171	6,367.45	2	10,343	10,229
Iloilo	160	41,110	27,578	9,189.62	4	10,162	9,347
Isabela				1,503.60	1	2,271	2,265
Laguna	72	26,607	21,870	6,555.35	3	6,455	4,881
Lanao	44	3,658	1,290	585.64			
Leyte	316	58,367	40,461	13,938.38	4	9,282	6,646
Manila	49	58,677	55,081	15,780.62	5	9,088	7,950
Marinduque	7	7,251	6,985	2,087.35	1	3,439	2,718
Masbate	42	7,225	7,197	2,159.10	1	3,318	2,889
Mindoro	12	4,519	474	449.20			
Misamis	167	12,417	11,573	7,584.80	2	12,686	12,575
Mountain	124	14,365	5,289	1,438.09		890	790
Nueva Ecija	122	27,686	17,546	4,995.11	2	4,485	4,215
Nueva Vizcaya	28	4,716	1,933	530.35			
Occidental Negros				7,671.38	3	11,945	11,280
Oriental Negros	68	20,515	8,661	2,610.11	1	6,312	6,309
Palawan	9	1,036	(e)	85.62		1,072	1,072
Pampanga	134	27,003	18,347	5,453.39	2	5,898	5,664
Pangasinan	274	57,296	61,549	18,712.93	6	28,007	25,746
Rizal	37	18,212	15,111	5,342.10	2	3,788	1,378
Romblon	57	7,677	6,507	1,941.66			
Samar	204	24,104	21,829	6,554.52	2	4,127	3,912
Sorsogon	106			1,916.66	1	1,126	517
Sulu							
Surigao	92	12,834	8,443	6,853.19	1	2,765	1,752
Tarlac	151	4,519	19,482	5,338.52	1	3,894	3,771

^a Figures furnished by the Assistant Manager of the Junior Red Cross, Philippine Chapter.

^b Estimated number.

^c Some of the dentists were additional ones and worked only part of the year.

^d Minor reparative work also done.

^e Data lacking.

No. XXII.—*Junior Red Cross Activities*—Continued

Division	Schools Enrolled in Junior Red Cross	Junior Red Cross Member- ships	Pupils Contrib- uting	Contrib- utions to Junior Red Cross	Dental Service		
					Dentists	Number In- spected	Prophy- lactic Treat- ments
Tayabas.....	29	30,840	13,020	P3,975.50	2	7,712	6,184
Union.....	96	18,385	12,565	3,267.99	1	5,513	4,083
Zambales.....	45	11,701	11,556	3,590.60	1	1,889	1,863
Zamboanga.....	79	9,047	4,565	1,636.17			
Total.....	4,409	891,535	672,137	222,642.65	75	266,833	241,569
Central Luzon Agricultural School.....					1	377	355
Philippine Normal School.....		1,325	951	285.30		280	205
Grand total.....	4,409	892,860	673,088	222,927.95	76	267,490	242,129

No. XXIII.—School Sites

A table showing, by divisions and for the Islands, for the year 1926, the number of standard school sites, their classification, and the manner by which they were acquired.

Division	Number of Standard School Sites				Estimated Value of Standard Sites				How Acquired			
	Insular and Provincial	Municipal		Total	Insular and Provincial	Municipal		Total	By Donation	By Purchase	Reservation	
		Central (Minimum 1 Hectare)	Barrio (Minimum ½ Hectare)			Central	Barrio					
Abra	3	14	41	58	P47,150.00	P2,655.00	P4,830.00	P54,635.00	35	18	5	
Agusan	32	2	22	56	52,480.00	680.00	10,540.00	63,680.00	16	2	38	
Albay	3	17	54	71	12,169.52	23,584.00	13,197.60	48,951.12	26	35	13	
Antique	1	7	31	39	500.00	4,300.00	7,660.00	12,460.00	26	9	4	
Bataan		10	9	19		9,920.00	7,300.00	17,220.00	7	9	3	
Batanes	1	6	3	9	3,875.00	10,575.00	800.00	15,250.00	1		9	
Batangas	1	20	67	87	7,000.00	32,136.50	30,886.25	70,022.75	69	19	2	
Bohol	2	27	120	149	9,500.00	11,597.44	26,513.89	47,611.33	73	74	1	
Bukidnon	3	3	6	9	14,180.00	2,000.00	6,900.00	23,080.00		1	11	
Bulacan		25	58	83		58,807.28	28,331.66	87,138.94	50	33		
Cagayan	4	19	142	161	14,710.00	58,327.00	29,348.36	102,385.36	117	21	27	
Camarines Norte	1	8	18	26	1,500.00	8,100.00	2,795.00	12,395.00	22	4	1	
Camarines Sur	1	25	94	119	8,200.00	29,221.00	19,645.50	57,066.50	90	26	4	
Capiz	2	27	162	189	15,500.00	22,319.88	40,871.52	78,691.35	161	18	12	
Cavite	1	15	25	40	2,925.00	55,220.00	21,804.00	79,949.00	22	19		
Cebu	1	37	190	227	112,725.00	42,084.14	87,009.40	241,818.54	165	52	11	
Cotabato	1	18	86	104	10,000.00	91,540.00	131,752.00	233,293.00	7	4	94	
Davao		8	59	67		9,420.00	22,569.28	31,989.28	14	4	49	
Ilocos Norte	2	11	103	114	13,350.00	21,285.10	43,363.16	77,998.26	91	21	4	
Ilocos Sur		20	152	172		27,519.20	43,191.65	70,710.85	129	35	8	
Iloilo	3	31	223	254	73,021.18	112,442.91	194,234.99	379,699.08	219	24	14	
Isabela	2	16	53	69	3,000.00	7,800.00	14,295.00	25,095.00	28	10	33	
Laguna	1	19	31	50	24,000.00	103,730.00	30,083.45	157,733.45	21	30		
Lanao	8	23	56	79	12,700.00	8,188.33	13,883.33	34,771.33	8	45	84	
Leyte	1	34	262	297	10,000.00	29,085.00	66,638.50	106,723.50	223	57	17	
Manila	1	32		33	35,000.00	1,894,316.32		1,929,316.32	8	22	3	
Marinduque	1	5	35	40	9,080.00	7,769.00	9,170.00	26,029.00	18	20	2	
Masbate	1	5	46	51	500.00	900.00	6,432.00	7,832.00	44	3	5	

Mindoro	1	8	34	42	43	1,200.00	1,880.00	6,866.51	9,986.51	31	5	7
Misamis	1	14	84	98	99	9,000.00	36,960.00	58,639.00	104,599.00	82	13	4
Mountain	5	6	3	9	14	60,929.85	67,840.00	12,700.00	141,469.85	1		13
Nueva Ecija	2	17	108	125	127	1,674.58	24,904.92	89,559.00	66,138.50	80	14	33
Nueva Vizcaya	4	14	31	45	49	17,600.00	13,800.00	6,710.00	37,110.00	1	3	45
Occidental Negros	1	25	94	119	120	11,910.00	73,143.85	92,197.12	177,250.97	54	23	43
Oriental Negros	2	17	37	54	56	27,250.00	32,594.10	5,967.56	65,811.60	29	9	18
Palawan	2	4	7	11	13	12,500.00	1,623.12	687.51	14,810.63	3	1	9
Pampanga	3	16	69	85	88	161,748.00	44,237.22	36,088.60	242,073.82	67	19	2
Pangasinan	4	52	351	403	408	38,910.00	166,915.32	126,769.54	332,594.86	310	72	25
Rizal	2	15	20	35	37	55,260.80	100,487.70	166,793.60	322,542.10	13	19	5
Romblon		9	50	59	59		63,701.30	22,557.00	86,258.30	42	2	15
Samar	2	40	108	148	150	27,000.00	30,185.00	18,853.95	76,038.95	124	23	3
Sorsogon	1	13	73	86	87	68,310.00	25,160.00	12,170.00	105,640.00	50	36	1
Sulu		12	70	82	82		5,507.09	12,479.23	17,986.32	1	11	70
Surigao	1	20	51	71	72	24,725.00	44,571.15	81,801.40	151,098.05	44	4	24
Tarlac	1	17	28	45	46	15,750.00	51,672.31	12,077.34	79,499.65	27	15	4
Tayabas	1	20	10	30	31	22,048.97	32,163.82	2,379.33	56,592.12	13	14	4
Union	1	12	57	69	70	6,411.60	20,083.20	14,862.60	41,357.40	27	34	9
Zambales	3	16	41	57	60	6,800.00	15,816.60	8,894.00	31,510.60	36	17	7
Zamboanga	2	13	73	86	88	47,503.90	9,485.70	24,422.37	81,411.97	21	13	54
Total	116	844	3,547	4,391	4,507	1,109,588.40	3,548,255.95	1,677,431.81	6,335,276.16	2,746	962	799
Camarines Agricultural School	1				1	16,802.89			16,802.89			1
Central Luzon Agricultural School	1				1	259,942.34			259,942.34			1
Philippine Nautical School	1				1	101,090.00			101,090.00			1
Philippine Normal School	1				1	229,397.83			229,397.83		1	
Philippine School of Arts and Trades	1				1	216,426.74			216,426.74			1
Grand total	121	844	3,547	4,391	4,512	1,933,248.20	3,548,255.95	1,677,431.81	7,158,985.96	2,746	963	803

No. XXIV.—*Permanent and Semi-permanent Buildings*¹

A table showing, by divisions and for the Islands, the number and the cost of permanent and semi-permanent school buildings of standard and of special plan, owned by insular, provincial, and municipal governments (December 31, 1926).

Division	Standard Plan									
	Permanent (Concrete)				Semi-permanent (Wooden Construction)				Total	
	Buildings	Rooms	Cost	Buildings	Rooms	Cost	Buildings	Rooms	Buildings	Rooms
Abra.....	7	32	P174,291.43	3	9	P14,999.31	10	41		
Agusan.....	2	18	89,017.75	3	8	14,321.26	5	26		
Albay.....	33	150	511,105.44	4	20	35,454.36	37	170		
Antique.....	6	39	119,225.21				6	39		
Bataan.....	5	40	172,937.84	11	42	46,926.80	16	82		
Batanes.....										
Batangas.....	26	147	493,869.88	21	95	213,524.59	47	242		
Bohol.....	20	120	380,665.44	5	38	56,213.46	25	158		
Bukidnon.....				2	6	10,313.10	2	6		
Bulacan.....	21	132	407,008.06	16	73	190,432.46	37	205		
Cagayan.....	10	75	384,441.49				10	75		
Camarines Norte.....	4	27	83,142.28	1	7	20,309.98	5	34		
Camarines Sur.....	15	72	208,516.98	5	28	63,070.34	20	100		
Capiz.....	11	69	361,830.34	23	23	55,337.29	17	92		
Cavite.....	20	87	334,987.86	6	20	44,276.62	26	107		
Cebu.....	32	234	925,112.54	1	4	12,499.21	33	238		
Cotabato.....				11	40	66,277.30	11	40		
Davao.....	2	12	106,809.10	7	18	56,850.40	9	37		
Ilocos Norte.....	17	75	210,357.32	3	22	63,025.23	20	97		
Ilocos Sur.....		89	260,000.00	3	9	12,140.78	20	98		
Iloilo.....	20	122	394,589.77	12	60	99,399.78	32	182		
Isabela.....	6	32	259,229.80	4	20	93,582.93	10	72		
Laguna.....	20	209	678,543.47	4	12	18,686.07	33	221		
Marikina.....	3	15	46,373.17	10	29	39,957.29	13	44		
Leyte.....	43	180	534,314.72	17	86	99,014.88	60	266		
Manila.....	7	167	878,101.13				7	167		
Marinduque.....	6	43	152,864.78	6	13	33,527.02	12	56		
Masbate.....	8	35	87,254.18	2	8	12,207.76	10	43		
Mindoro.....	5	24	122,822.26				5	23		
Misamis.....	12	80	284,113.01	12	50	65,568.06	24	130		

Mountain	15	68	157,011.11	2	11	20,166.69	2	11	20,166.69
Nueva Ecija	15	68	157,011.11	8	41	82,529.59	23	109	239,540.70
Nueva Vizcaya	4	22	37,132.62	1	4	22,838.99	5	26	59,471.61
Occidental Negros	20	140	452,617.78	31	141	374,234.54	51	281	826,852.32
Oriental Negros	9	68	278,792.25	3	16	48,309.01	12	84	327,101.26
Palawan									
Pampanga	19	137	432,020.89	3	9	26,053.19	3	9	26,053.19
Pangasinan	39	320	1,042,204.40	11	30	55,012.75	30	167	487,033.64
Rizal	15	101	388,187.78	2	20	45,159.15	41	340	1,087,363.55
Romblon	4	22	49,925.78	7	23	45,054.86	22	124	433,242.64
Samar	22	145	470,257.36	6	23	63,438.58	10	45	115,364.36
Sorsogon	13	60	143,409.69	5	19	37,828.73	27	164	508,086.09
Sulu	2	17	73,902.78	2	9	20,283.13	15	69	163,692.82
Surigao	7	28	103,246.83	1	2	12,681.78	3	19	86,584.56
Tarlac	31	140	519,044.72	4	26	80,540.01	11	54	183,785.84
Tayabas	23	189	646,206.89	11	40	67,997.52	42	180	587,042.24
Union	8	67	188,462.97	4	16	28,271.72	27	205	674,468.61
Zambales	6	38	95,917.56	4	28	63,293.47	12	95	251,756.44
Zamboanga	4	24	160,365.40	7	58	131,835.87	13	96	227,253.43
				3	14	34,782.26	7	38	195,147.66
Total	628	3,938	13,900,903.06	292	1,275	2,718,943.91	920	5,213	16,619,046.97
Camarines Agricultural School									
Central Luzon Agricultural School									
Philippine Nautical School	1	13	60,086.42	2	12	6,999.40	2	12	6,999.40
Philippine Normal School							1	13	60,086.42
Philippine School of Arts and Trades									
Grand Total	629	3,951	13,960,989.48	294	1,287	2,725,943.31	923	5,238	16,686,932.79

No. XXIV.—Permanent and Semi-permanent Buildings—Continued

Special Plan

Division	Permanent (Concrete)			Semi-permanent (Wooden Construction)			Total			Grand Total		
	Build-ings	Rooms	Cost	Build-ings	Rooms	Cost	Build-ings	Rooms	Cost	Build-ings	Rooms	Cost
Abra.....	2	12	P9,000.00	8	21	P8,077.00	10	33	P17,077.00	20	74	P206,367.74
Agusan.....				19	64	99,910.93	19	64	99,910.93	24	90	203,249.94
Albay.....	6	36	87,885.68	15	65	70,027.45	21	101	157,913.13	58	271	704,472.93
Antique.....	8	19	42,700.00	16	56	35,455.61	19	71	78,156.61	35	111	167,331.82
Bataan.....	2	21	23,576.41	17	73	43,592.37	19	94	73,168.78	35	176	293,033.42
Batanes.....	12	29	54,767.27	2	7	3,500.00	14	36	58,267.27	14	36	58,267.27
Batangas.....	10	66	132,318.32	31	123	121,723.46	41	189	254,041.78	88	431	961,436.55
Bohol.....	11	42	48,733.85	42	168	39,041.35	53	210	147,770.70	78	368	584,944.69
Bukidnon.....				3	22	24,028.26	3	22	24,028.26	6	28	34,341.86
Bulacan.....	2	14	49,600.00	70	197	192,914.00	72	211	242,014.00	109	416	839,934.52
Cagayan.....	3	14	48,355.90	8	45	40,295.60	11	59	88,591.50	21	134	473,082.99
Camarines Norte.....	1	2	4,769.20	9	28	28,322.02	10	30	33,091.22	15	64	136,543.48
Camarines Sur.....	4	21	73,197.79	31	83	105,953.21	35	104	179,151.00	55	204	460,738.52
Capiz.....	10	36	44,569.75	16	69	49,352.12	26	105	93,921.87	43	197	511,083.50
Cavite.....	5	42	83,220.84	18	68	45,903.76	23	110	129,124.60	49	217	508,383.08
Cebu.....												
Cotabato.....	1	6	1,500.00	13	53	77,189.60	14	59	78,659.60	25	99	144,936.90
Davao.....				12	29	31,151.36	12	29	31,151.36	21	66	194,810.86
Ilocos Norte.....	17	112	603,173.88	17	67	52,626.66	34	179	655,800.54	54	276	923,183.09
Ilocos Sur.....	29	130	140,377.89	25	89	73,255.46	54	219	213,633.35	74	317	486,034.13
Iloilo.....	19	124	519,317.90	41	181	214,668.68	60	305	733,986.58	92	487	1,227,976.13
Isabela.....				13	38	53,720.04	13	38	53,720.04	23	110	406,532.77
Laguna.....	8	40	78,343.01	45	185	252,972.84	53	225	301,815.85	86	446	998,951.39
Lanao.....	1	1	1,444.51	23	64	51,338.28	24	65	52,781.79	37	109	139,118.25
Leyte.....	7	27	84,606.34	173	487	605,191.83	180	514	689,798.17	240	780	1,323,127.77
Manila.....	18	275	1,182,135.04	21	303	1,428,278.80	39	578	2,610,413.84	46	715	3,488,514.97
Marinduque.....	3	16	15,680.00	11	28	31,093.65	14	44	46,173.65	26	100	233,165.45
Nasabato.....				12	33	27,295.37	12	33	27,295.37	22	76	133,757.31
Mindoro.....				13	36	47,917.09	13	36	47,917.09	20	65	133,455.14
Misamis.....	1	5	15,000.00	46	175	138,782.96	47	180	153,782.94	71	310	503,464.03
Mountain.....												
Nueva Ecija.....	6	52	139,944.83	37	147	138,346.70	43	199	278,291.53	45	210	298,458.22
	2	18	6,150.00	37	142	143,628.54	39	160	149,678.54	62	269	389,219.24

Nueva Vizcaya.....	1	10	34,988.06	21	67	66,734.87	22	77	101,672.98	27	108	161,144.54
Occidental Negros.....	6	17	52,883.17	38	165	218,871.06	44	182	271,704.23	95	155	1,098,556.55
Oriental Negros.....	7	33	62,013.29	12	38	32,378.73	19	71	94,387.02	31	163	421,488.28
Palawan.....				12	43	53,319.92	12	48	53,319.92	15	52	79,373.11
Pampanga.....	3	24	55,314.61	46	162	241,456.88	49	186	296,771.49	79	353	733,805.13
Pangasinan.....	11	61	138,530.61	58	280	423,060.28	69	341	561,590.89	110	681	1,648,954.44
Rizal.....	9	60	51,020.13	29	119	100,315.68	38	179	151,335.81	60	308	1,584,578.45
Romblon.....	1	12	13,000.00	14	59	51,777.18	15	71	64,777.18	25	116	180,141.54
Samar.....	2	12	12,378.15	40	143	141,140.07	42	155	153,518.22	69	319	661,604.31
Sorsogon.....	3	32	192,370.32	3	12	15,260.98	6	44	207,631.31	21	113	371,324.13
Sulu.....				24	109	143,623.16	24	109	149,023.15	27	128	235,697.72
Surigao.....				27	79	113,813.09	27	79	113,813.09	38	133	308,604.98
Tarlac.....	1	6	4,000.00	10	32	42,232.01	11	38	46,232.01	53	218	633,334.25
Tayabas.....	4	47	108,281.41	26	137	129,851.00	30	184	238,132.41	57	389	912,611.02
Union.....	9	87	104,972.17	13	82	63,152.50	22	169	168,124.67	34	264	419,881.11
Zambales.....				19	84	68,742.23	19	84	68,742.23	32	180	295,995.66
Zamboanga.....	2	33	447,180.25	71	162	137,383.12	73	195	584,563.37	80	233	779,711.03
Total.....	253	1,663	4,867,323.94	1,338	5,022	6,486,224.41	1,591	6,685	11,353,548.35	2,511	11,898	26,973,395.32
Camarines Agricultural School.....				6	18	52,667.44	6	18	52,667.44	6	18	52,667.44
Central Luzon Agricultural School.....	7	31	126,355.85	13	65	104,104.12	20	96	230,459.97	22	108	237,459.37
Philippine Nautical School.....										1	13	60,086.42
Philippine Normal School.....	2	112	755,741.26						755,741.26	2	112	755,741.26
Philippine School of Arts and Trades.....	2	14	221,793.66						221,793.66	2	14	221,793.66
Grand total.....	264	1,820	5,971,214.71	1,357	5,105	6,642,995.97	1,621	6,925	12,614,210.68	2,544	12,163	28,301,143.47

¹ In the present table, school buildings have been reclassified into permanent and semi-permanent of either standard or of special plan. Temporary buildings are no longer included in the totals.

No. XXV.—*Insular Funds for School-Building Construction*

A table showing, by divisions and for the Islands, the insular funds released during the calendar year 1926, and used for the construction of municipal, provincial, and insular school buildings.

Division	Municipal School Buildings	Provincial School Buildings	Insular School Buildings	Total for All School Buildings
Abra	P2, 500	P31, 500		P34, 000
Agusan		8, 000		8, 000
Albay	29, 000	15, 000		44, 000
Antique	10, 000			10, 000
Bataan	12, 000			12, 000
Batanes	4, 000			4, 000
Batangas	49, 000			49, 000
Bohol	37, 800	4, 500		42, 300
Bukidnon		8, 000		8, 000
Bulacan	12, 500			12, 500
Cagayan	35, 500			35, 500
Camarines Norte	4, 500	9, 000		13, 500
Camarines Sur	16, 000	4, 500		20, 500
Capiz	43, 000			43, 000
Cavite	23, 000	4, 500		27, 500
Cebu	62, 000			62, 000
Cotabato				
Davao				
Ilocos Norte	32, 500			32, 500
Ilocos Sur	9, 000	4, 500		13, 500
Iloilo	47, 000			47, 000
Isabela	14, 000	36, 000		50, 000
Laguna	15, 500			15, 500
Lanao				
Leyte	28, 500	4, 500		33, 000
Manila				
Marinduque	11, 500			11, 500
Masbate	5, 000			5, 000
Mindoro	12, 000			12, 000
Misamis	2, 000			2, 000
Mountain		7, 000		7, 000
Nueva Ecija	7, 000	45, 000		52, 000
Nueva Vizcaya				
Occidental Negros	61, 500			61, 500
Oriental Negros	9, 390			9, 390
Palawan	18, 585			18, 585
Pampanga	12, 000	4, 500		16, 500
Pangasinan	26, 500	99, 000		125, 500
Rizal	17, 000			17, 000
Romblon	15, 500			15, 500
Samar	9, 500	9, 000		18, 500
Sorsogon	28, 000			28, 000
Sulu		4, 000		4, 000
Surigao	2, 000			2, 000
Tarlac	12, 000			12, 000
Tayabas	29, 500			29, 500
Union	43, 500			43, 500
Zambales				
Zamboanga		7, 000		7, 000
Total	809, 775	305, 500		1, 115, 275
Central Luzon Agricultural School			P9, 000	9, 000
Philippine Nautical School				
Philippine Normal School			270, 000	270, 000
Philippine School of Arts and Trades				
Grand total	809, 775	305, 500	279, 000	1, 394, 275

**No. XXVI.—Insular, Provincial, and Municipal Expenditures for the
Philippine Public Schools from 1912 to 1925**

Year	Insular	Provincial *	Municipal *	Total
1911-12 ^a	P4,254,522.34	P277,272.43	P2,211,091.36	P6,742,886.13
1912-13 ^b	4,470,870.95	386,421.10	2,455,660.18	7,312,952.23
1913 (6 months) ^c	2,792,873.57			2,792,873.57
1914	4,589,733.99	472,538.29	2,303,304.34	7,365,576.62
1915	4,905,296.16	443,166.96	2,164,813.69	7,513,276.81
1916	4,707,715.98	463,843.76	2,394,787.79	7,566,347.53
1917	5,176,788.42	431,018.20	3,614,514.70	9,222,321.32
1918	6,067,277.33	715,614.63	4,098,808.01	10,881,699.97
1919	10,087,449.92	468,124.58	3,715,552.05	14,271,126.55
1920	12,802,247.83	1,050,492.28	4,358,799.59	18,211,539.70
1921	14,313,825.35	3,278,606.40	4,709,286.54	22,301,718.29
1922	14,884,237.76	2,463,632.87	4,721,068.95	22,068,939.58
1923	14,440,716.69	2,657,264.74	5,104,551.06	22,202,532.49
1924	15,307,445.76	2,909,016.32	6,313,078.47	24,529,540.55
1925	15,322,761.65	3,071,864.55	5,753,859.29	24,148,485.49
1926 ^d	16,268,742.43			16,268,742.43
Total	150,392,506.13	19,088,877.11	53,919,176.02	223,400,559.26

^a July 1, 1911, to June 30, 1912.

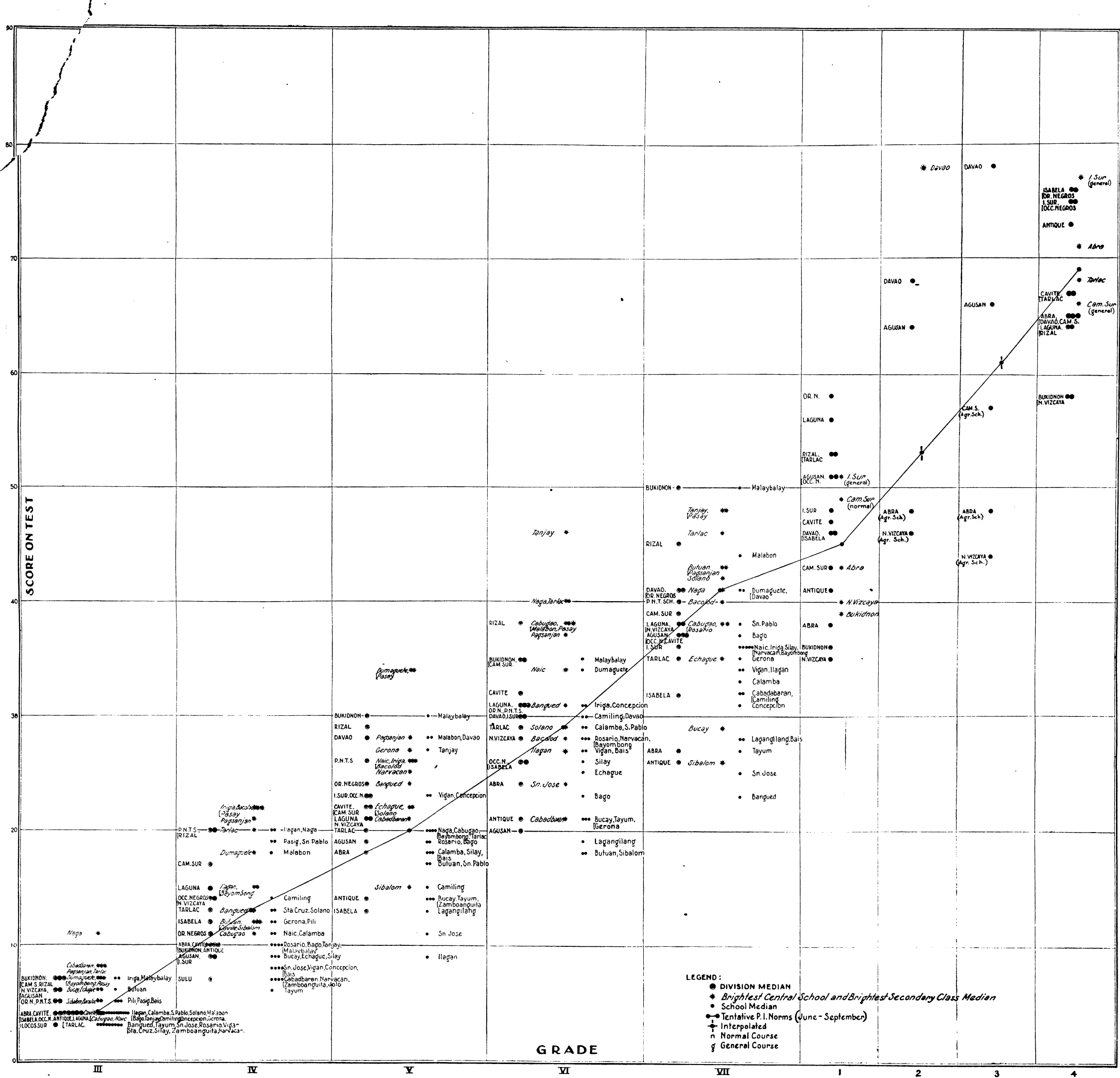
^b July 1, 1912, to June 30, 1913.

^c July 1, 1913, to December 31, 1913.

^d Data for provincial and municipal expenditures for 1926 not available.

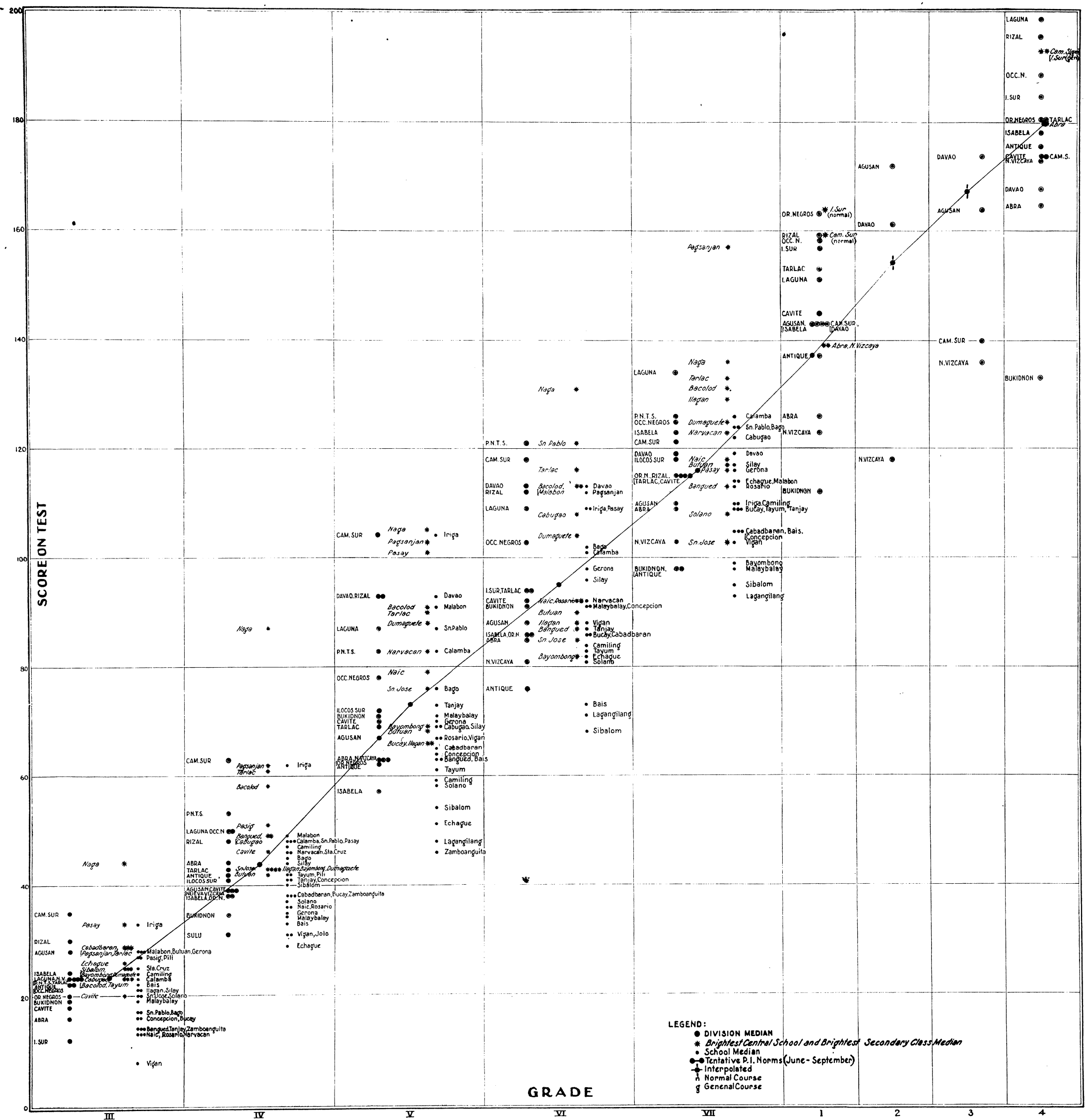
^e Does not include aid from the Insular Government.

Appendix E.—MEASUREMENT CHARTS.



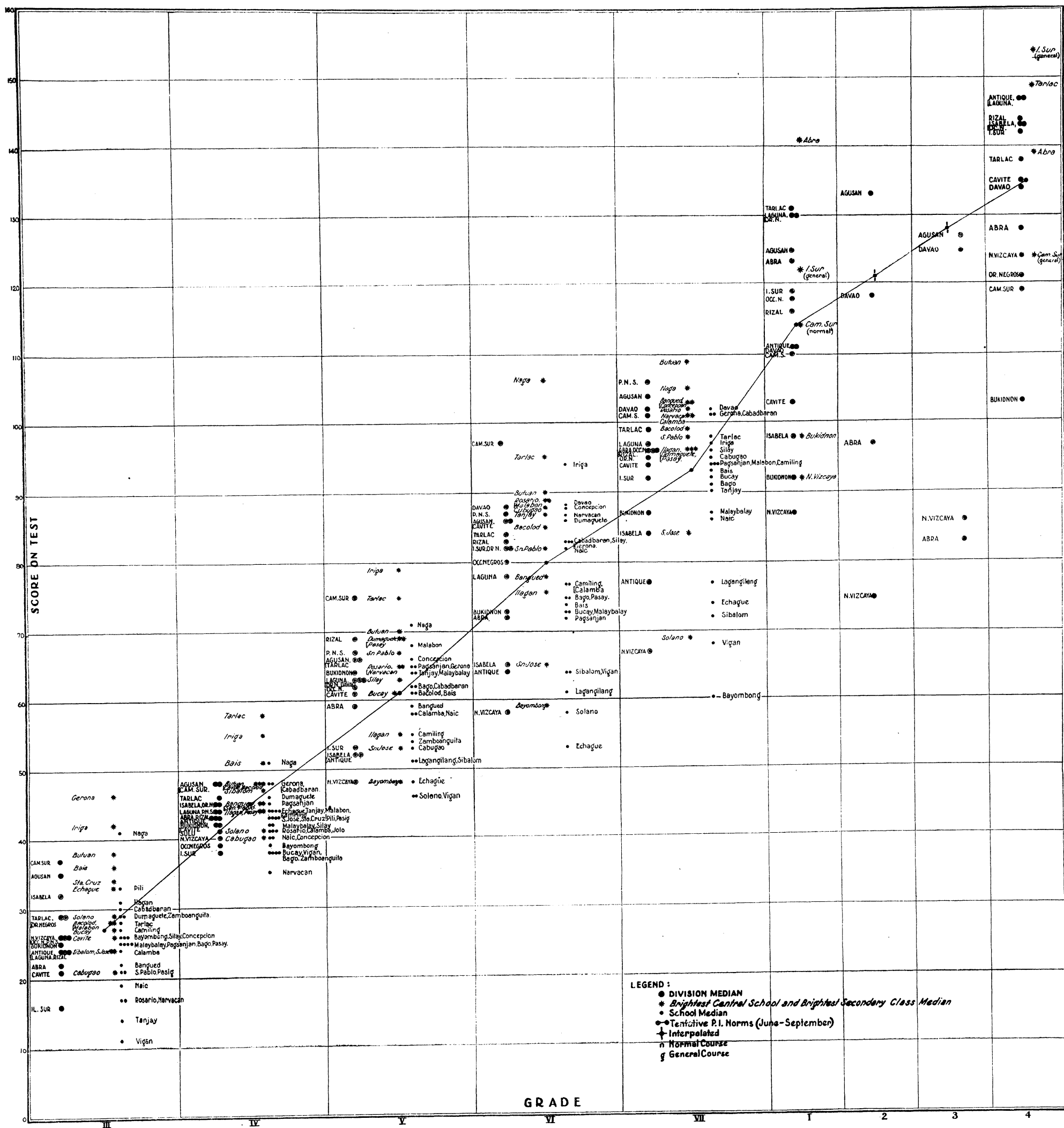
DIVISION, SCHOOL, AND "BEST PRACTICE" MEDIAN, BUREAU OF EDUCATION ACHIEVEMENT TESTS

SERIES C, LANGUAGE (JUNE-SEPTEMBER, 1926)

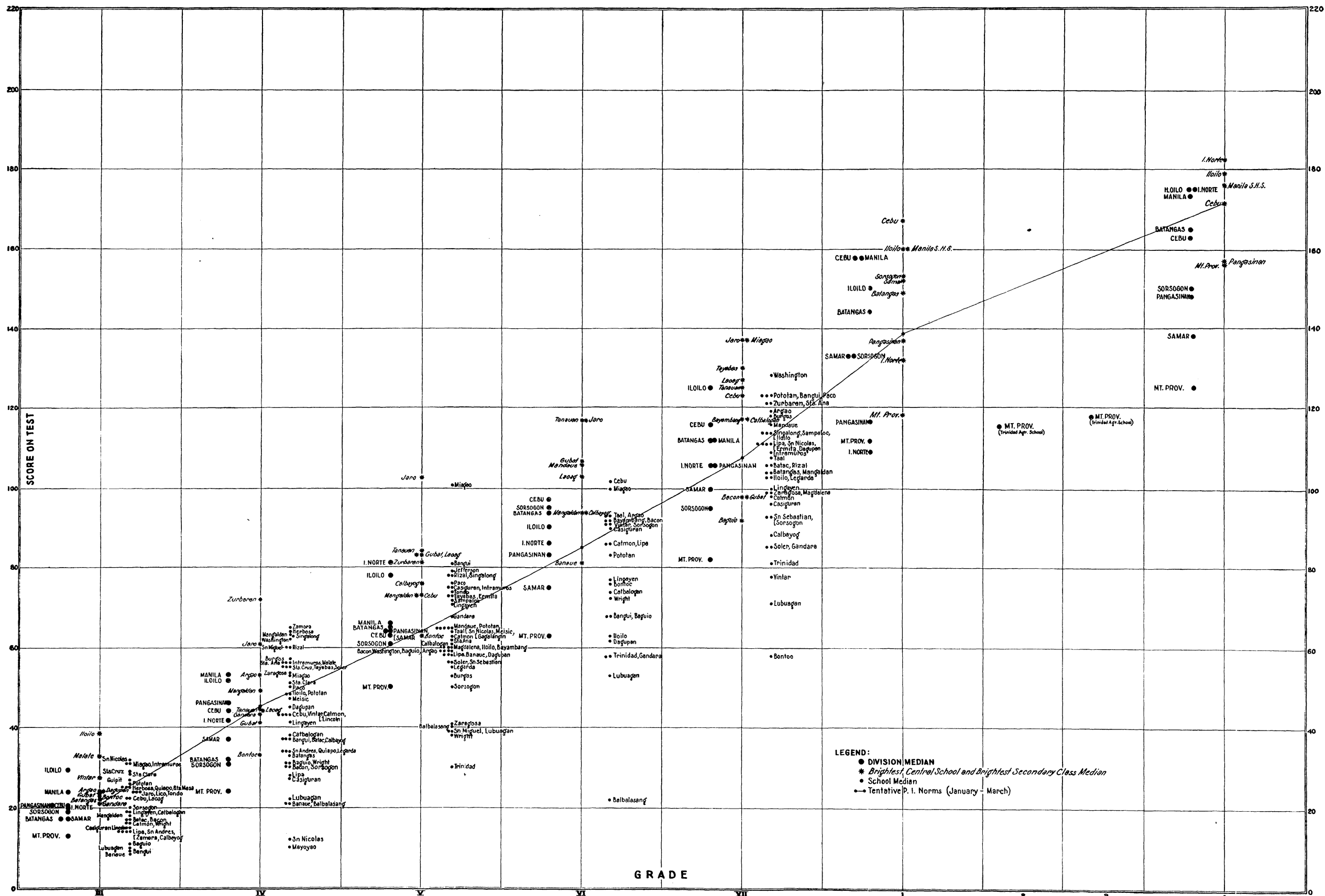


DIVISION, SCHOOL, AND "BEST PRACTICE" MEDIANS, BUREAU OF EDUCATION ACHIEVEMENT TESTS

SERIES B, READING (JUNE-SEPTEMBER, 1926)

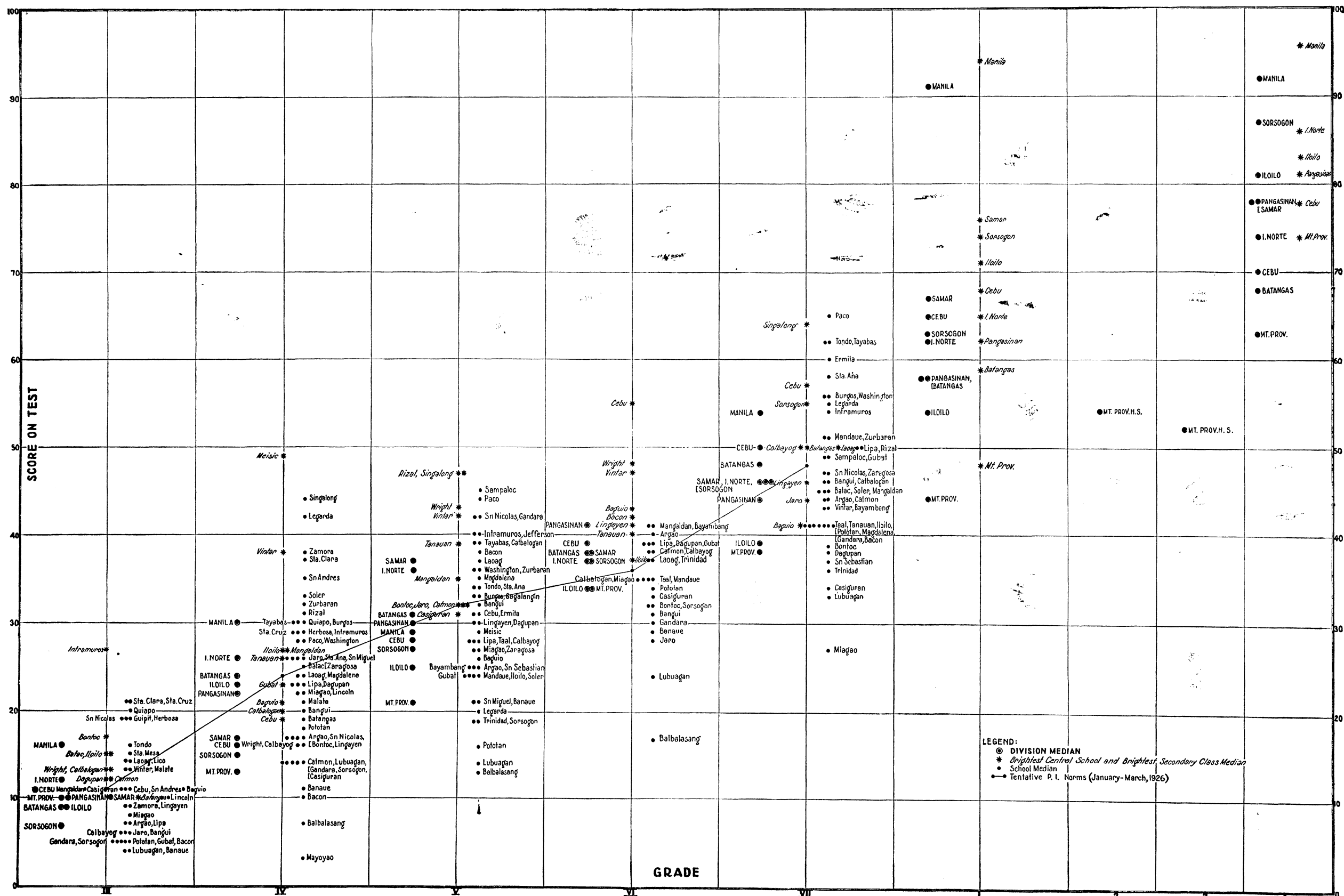


DIVISION, SCHOOL, AND "BEST PRACTICE" MEDIAN, BUREAU OF EDUCATION ACHIEVEMENT TESTS
 SERIES A, ARITHMETIC (JUNE-SEPTEMBER, 1926)



DIVISION, SCHOOL, AND "BEST PRACTICE" MEDIANS, BUREAU OF EDUCATION ACHIEVEMENT TESTS

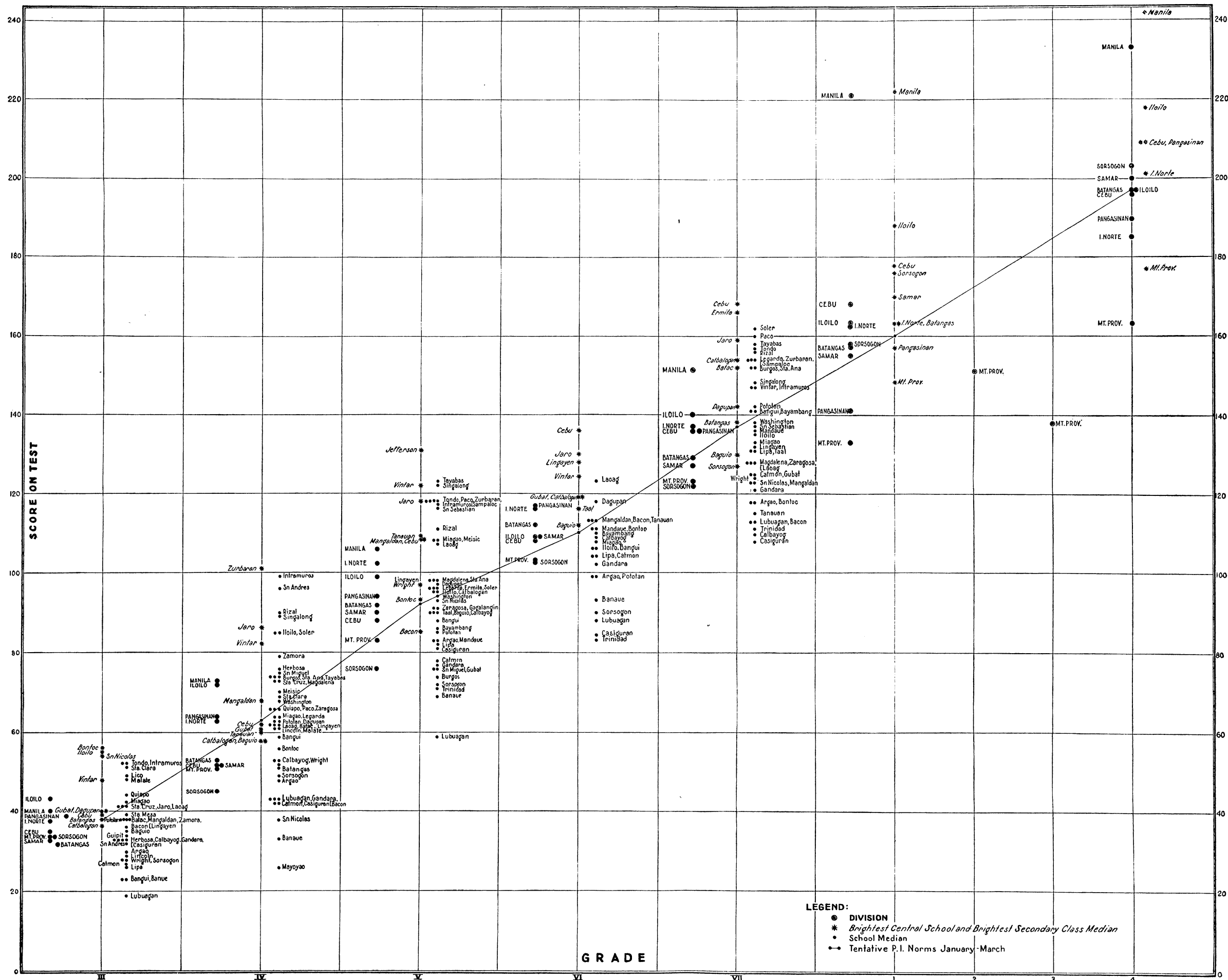
SERIES C, DICTATION (JANUARY-MARCH, 1926)



DIVISION, SCHOOL, AND "BEST PRACTICE" MEDIAN, BUREAU OF EDUCATION ACHIEVEMENT TESTS

SERIES C, LANGUAGE (JANUARY-MARCH, 1926)

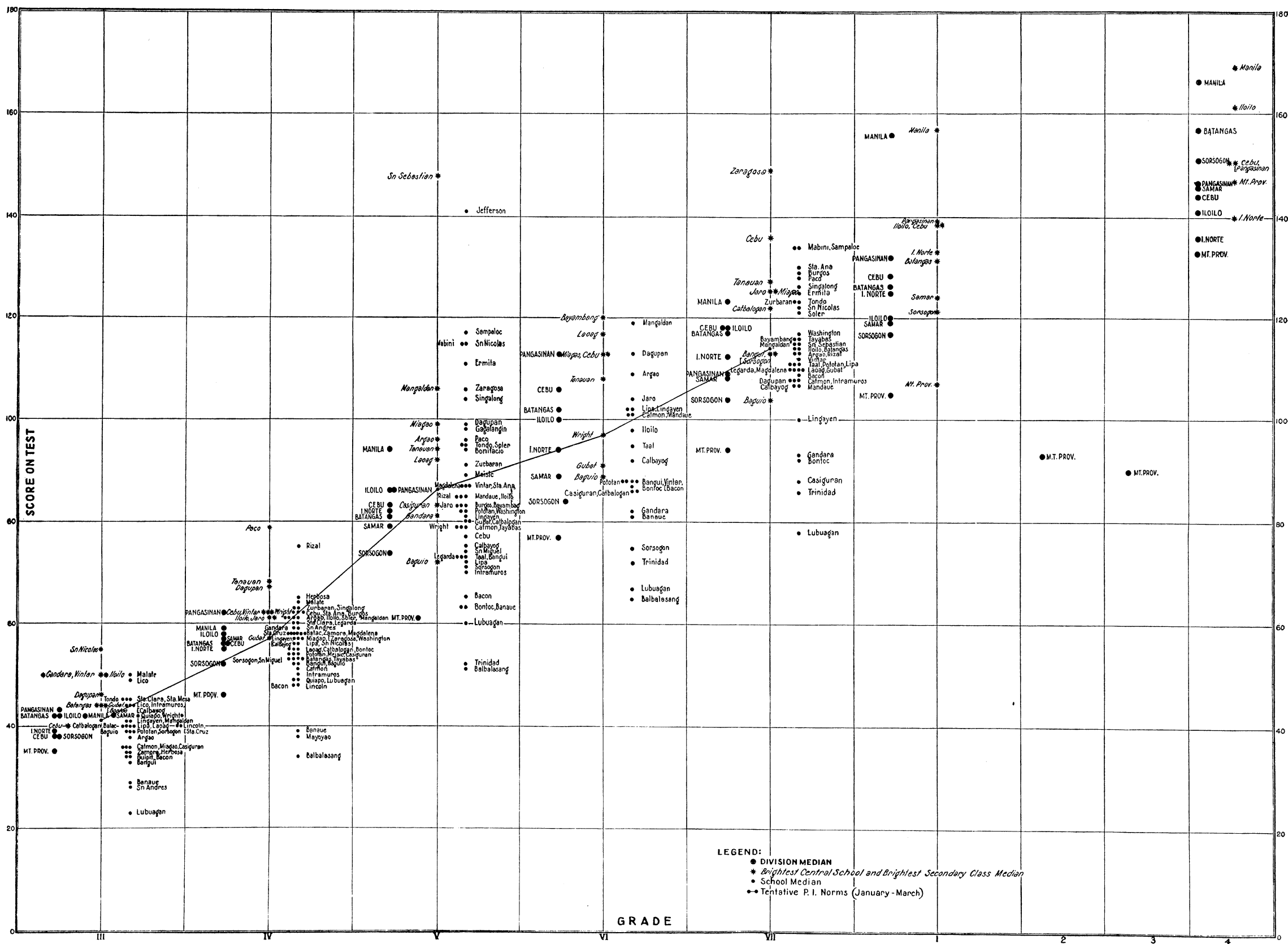
Chart 3



DIVISION, SCHOOL, AND "BEST PRACTICE" MEDIANS, BUREAU OF EDUCATION ACHIEVEMENT TESTS

SERIES B, READING (JANUARY-MARCH, 1926)

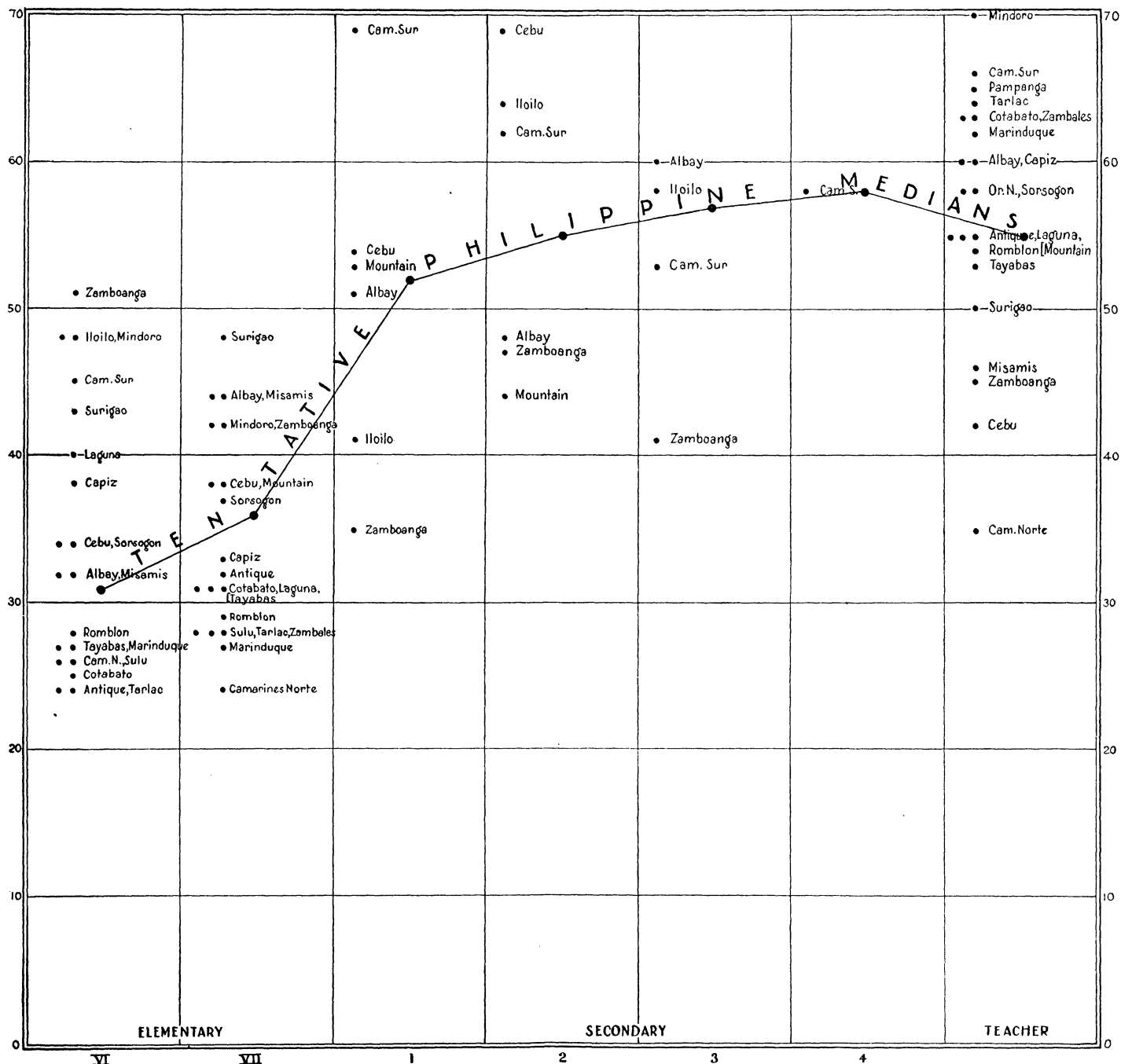
Chart 2



DIVISION, SCHOOL, AND "BEST PRACTICE" MEDIANS, BUREAU OF EDUCATION ACHIEVEMENT TESTS

SERIES A, ARITHMETIC (JANUARY-MARCH, 1926)

Chart 1



GRADE MEDIANS, PHILIPPINE EDUCATIONAL ACHIEVEMENT TESTS SERIES D-MUSIC
FROM TEACHERS, ELEMENTARY AND SECONDARY CLASSES, 1926-1927

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THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

**TWENTY-EIGHTH ANNUAL
REPORT OF THE DIRECTOR
OF EDUCATION**

FOR THE CALENDAR YEAR 1927



MANILA
BUREAU OF PRINTING
1928

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.A:
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LETTER OF TRANSMITTAL

THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

MANILA, *April 16, 1928*

The Honorable
The SECRETARY OF PUBLIC INSTRUCTION
Manila, P. I.

SIR: In compliance with the requirements of the law, I have the honor to submit herewith the Twenty-Eighth Annual Report of the Director of Education, which covers the calendar year 1927.

This report shows, on the one hand, that during 1927 the decline in enrolment in recent years was checked and that there was a slight increase. Some progress was made in securing teachers of higher educational qualifications. The high percentage of promotions achieved during the previous year was maintained in the elementary grades and slightly increased in the secondary years, while the percentage of pupils leaving school during the year was decreased. The holding power of the schools was further strengthened, as indicated by the increased enrolment in the intermediate grades and secondary years. The total enrolment in the secondary vocational schools increased from 12,205 to 13,708. This represents an increase of over 12 per cent.

The less favorable aspects of the situation, as revealed in this report, were that there were still only a little over 35 per cent of the children of school age enrolled in the schools; that the enrolment in the special provinces continued to decline; that the greater proportion of the teachers were still without the necessary training; that salaries were still too low; that there was a decline in the municipal expenditures for school purposes; and that the funds available for school purposes were still far from adequate.

In order to call attention to the most important problems of this Bureau, as well as to indicate progress achieved, the report has been organized about definite problems and definite objectives for the year.

Chapter I deals with the need for more funds to raise the standards of instruction, to provide instruction for children of school age who are still out of school, and to maintain adequate supervision of the schools, and suggests a solution for the annually recurring financial crisis. The school expenditures for the year are also analyzed.

Chapter II discusses the extent to which the schools are able to give each child his birthright of an education, and calls attention to the increased enrolment in the upper grades and the decline in enrolment in the non-Christian provinces.

Chapter III summarizes the steps taken to strengthen the teaching personnel, and indicates the tremendous amount of work yet to be accomplished before anything like the desired proportion of the teachers will have had sufficient professional training. Mention is made of the provision for strengthening the central office staff, and of the need for higher salaries for the clerical force in the division offices.

Chapter IV discusses the steps taken to promote vocational education, particularly in the matter of curriculum revision, increased supervision, the granting of certificates to students who show special proficiency in certain work, and vocational guidance. Mention is also made of the enactment of the Vocational Education Act.

Chapter V deals with the steps taken to keep the curricula up to date, including the revision of the course of study for the secondary trade schools, the adoption of a secondary composition course thoroughly adapted to local needs, and the inauguration of new courses of study in drawing and music. Mention is also made of the steps being taken to provide a more flexible secondary course of study; to prepare material for history, civics, and hygiene in grade four and for phonics for grades one to four; and to revise the grade-three course of study in home geography and the secondary course of study in home economics.

Chapter VI deals with one of the special achievements of the year; namely, the outlining of definite objectives for the guidance of the field. In this connection mention is also made of the publication of the revised Service Manual; of the inaugu-

ration of secondary institutes; and of the special stress given to character education and health education.

Chapter VII discusses in detail the steps taken to increase the efficiency of instruction through insistence on normal age entrance to grade one; the application of the latest methods of instruction; the adaptation of instruction to various ability groups; the setting of definite requirements in certain subjects; and the extension of the program of testing achievement. Mention is also made of the difficulty of retaining the best teachers in the service at the present salaries, and of the need for more travel funds for supervisors.

Chapter VIII deals with the steps taken to promote health education, including the stressing of the part that classroom teachers may take in health instruction, urging the improvement of living conditions of secondary students, and the publication of information on the subject.

Chapter IX discusses the special emphasis which was given to character education, through giving students opportunities for greater participation in school activities, giving special attention to the assignment of class advisers, and issuing bulletins and circulars containing guiding principles in character education.

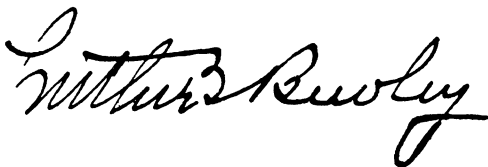
Chapter X deals with the emphasis that was given to more professional reading, to the creation of classroom libraries, to the development of school libraries, and to provision for supplementary reading.

Chapter XI discusses the many factors involved in the question of textbooks and their cost.

Chapter XII reviews the progress achieved in the construction of school buildings, as a result of the increased appropriation for that purpose.

The recommendations of this Office regarding school legislation are summarized at the end of the report.

Very respectfully,

A handwritten signature in cursive script, reading "Luther B. Reuley". The signature is written in dark ink and is positioned above the title "Director of Education".

Director of Education

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CHAPTER I

THE FINANCIAL PROBLEM

Among the varied problems with which the public schools are confronted every year, the problem of finance is one of the most vital and at the same time one of the most vexing. The successful operation of a school or a school system, like that of any business enterprise, depends to a very large extent upon how sound its financial basis is. Until an educational system is financially sound there is bound to occur every year with un-failing regularity what is commonly spoken of as a "financial crisis." This crisis usually has reference to (1) shortage of funds with which to open additional schools and classes, and (2) shortage of funds with which to maintain the schools already in operation.

When a class or a school is opened, it is presumed that the funds to maintain the school will be available every year. There should be assurance that the source of the funds which provided for the organization and maintenance of the school is permanent. Unless there is this assurance in the permanency of the funds needed, the continuance of a school or class will be very uncertain. When an already existing school is closed for lack of funds, there is created a certain amount of disorganization in the system, discontent among the school patrons, and a great deal of uncertainty in the other schools. Ordinarily an existing school should not be closed except for lack of attendance or lack of buildings, but it will not be possible to adhere to this rule unless the financial support on which the whole system rests is first made secure.

Sources of Funds for Municipal Schools

An examination of the sources of funds from which the municipal and the provincial schools are maintained will show at once that neither system as at present operated is financially satisfactory. The municipal schools are, or have been, supported from funds derived from the following sources:

- (1) Insular aid
- (2) Regular municipal school fund

(3) Transfer from general to school fund (Municipal)

(4) Voluntary contributions

The insular aid can be depended upon. It is quite certain that the legislature will not withdraw the aid that it now gives for free elementary instruction unless other sources of revenues are first provided. At present the insular aid given to municipalities for the operation of elementary schools constitutes approximately 64 per cent of the total funds available for municipal school expenditures. The municipalities are therefore depending largely upon the insular government for the support of the schools. This is certainly not a desirable condition; but as far as officials of the Bureau of Education are concerned, the insular aid represents funds that are stable, funds that can be depended upon year after year.

Likewise, the regular municipal school funds are permanent funds. These are derived from internal revenue allotments and real property taxes. The chief trouble with these funds is that they have long since been inadequate and at present are barely sufficient to cover one-third of the current municipal school expenditures.

Funds secured by transfers from general to school funds are very insecure. In some cases municipalities readily make the necessary transfer of funds to open a new class or school but are not quite so keen about repeating it year after year to keep the classes going. It often happens that in a certain year a municipality may have money in its general funds which it can spare to open a new class. The following year, however, new improvements and new projects may be undertaken by the municipality and the funds which should have again been transferred to the schools are not forthcoming. This places the school authorities in a very embarrassing situation. One of two things can be done: either the new class or school may be closed or part of the funds that properly belong to other schools may be withdrawn, thus further impoverishing those schools the condition of which is already unsatisfactory. It will be seen that neither alternative is desirable.

Voluntary contributions for the maintenance of schools, which were abolished at the beginning of the year, were a still more undependable source of funds. The money was usually collected from the parents of school children and, although some may have been willing to contribute one year, they may not have been disposed to do this voluntarily year after year. The result was that these contributions had actually become forced

contributions or regular tuition required of each pupil before admission to school. Because of this fact, the voluntary contributions were undemocratic and subject to abuse, besides being an unstable source of funds. Consequently, upon recommendation of this Office and of the Department of Public Instruction, the collection of these contributions or donations, except for buildings and sites, was prohibited by His Excellency, the Governor-General, in an executive order made effective January 1, 1927.

Definite Source of Funds for Provincial Schools Needed

Strictly speaking there is no provincial school fund. There is no provision of law setting aside a certain percentage of the annual income of a province which may be used exclusively for school purposes. The academic high schools, normal schools, farm and agricultural schools, and trade schools are usually provincial schools. Also a number of these schools give the course in home economics. These schools are supported from appropriations made by the provincial boards from year to year and from funds derived from the collection of tuition fees, the rate of which is also determined each year by the provincial board with the approval of the Director of Education.

As stated in previous reports, this system of financing the provincial schools is not satisfactory. The division superintendent has no way of telling months in advance how much money will be available for the ensuing year and is, therefore, unable to plan intelligently the work for the development of the schools.

An Anomaly

It should also be noted that the plantilla of personnel for the provincial schools, not including the insular teachers, is made by the provincial board and approved or disapproved by the Executive Bureau. In other words, the Executive Bureau determines how much salary each provincial teacher may receive, what promotion he may get, what janitors the office of the superintendent may have, and other similar matters. The office of the division superintendent of schools and the Bureau of Education, the ones most vitally interested in the progress of the schools, have no voice whatever in the final decision as to what shall be and what shall not be included in the provincial plantilla for the schools. It should not take much discussion to convince any one that this is an anomalous situation. To make one bureau responsible for the work and to give another bureau

the power to determine the salaries of those who are to do the work is not logical to say the least.

Providing Insular Positions for Elementary-School Principals

The policy of this Bureau gradually to reduce the number of insular teachers in the academic secondary school, in order to provide as many insular positions as possible for central elementary-school principals and for assignment to vocational schools, resulted in the assignment of 641 provincial teachers to academic secondary schools in 1927—an increase of 16.55 per cent over the 550 assigned in 1926. More provincial funds were needed to pay the salaries of provincial teachers and other necessary expenses for the maintenance of these academic secondary schools. On account of the lack of provincial funds, however, 30 provinces had to collect tuition fees from the students attending such schools at rates ranging from ₱5 to ₱25 per annum for each resident student and from ₱10 to ₱40 per annum for each non-resident student.

Results of the Change in Distribution of Insular Aid

Prior to 1927, the insular aid appropriated every year for gratuitous elementary instruction was distributed to the various provinces practically on the basis of population, and the allotment of each province was distributed to the various municipalities thereof according to their respective needs. In 1927, however, the basis of distribution was changed by Act 3340, which provides that such insular aid "shall be distributed among all the provinces on the following basis: fifty per centum of the entire sum shall be distributed in accordance with the population, and the other fifty per centum in accordance with the average daily attendance in the public schools of the provinces during the month of September of the preceding year." This act also provides that "the sum allotted to each province shall be distributed among its municipalities on the same basis."

As a result of this new basis of distribution and of the one-million-peso increase in the appropriation for elementary instruction, 680 municipalities received larger allotments in 1927 than in 1926, while 213 municipalities received less. The application of the new basis of distribution and the cancellation of all approvals previously granted for the collection of voluntary contributions for the maintenance of elementary schools resulted in the closing of some elementary classes in poor municipalities



FUTURE AGRICULTURAL LEADERS

A group of student farmers at the Central Luzon Agricultural School with their carabaos and sacks of palay they raised



ADAPTING INDUSTRIAL INSTRUCTION TO LOCAL NEEDS

Fish-net making at the Santa Cruz Elementary School, Ilocos Sur

which were not able to make up for the loss of insular aid and voluntary contributions. While in a few cases the situation was more or less critical, it was not deemed necessary to recommend the revival of the so-called "voluntary contributions."

Emergency Insular Aid Provided

As has been the case in previous years, and especially on account of the facts stated in the preceding paragraph, funds in many municipalities were very inadequate to provide elementary instruction for all pupils who applied for admission in the public schools. A large number of elementary schools were not reopened at the beginning of the school year 1927-28, and 64,449 elementary pupils were refused admission. Partly to solve this financial problem, Act 3347 was passed by the Philippine Legislature appropriating ₱300,000 as emergency insular aid for the various municipalities which, on account of (1) the reduction of the insular aid due to the new basis of distribution thereof, or (2) the discontinuance of the collection of voluntary contributions for the maintenance of elementary schools, or (3) other important causes, were unable to reopen all their elementary classes that were in operation during the school year 1926-27.

More Money Needed for Supervising Teachers

During the year much was done in the way of increasing the efficiency of supervision of the public schools. Further improvement is in a measure dependent upon additional funds for travelling expenses. Some of the supervising districts are too large for supervising teachers to make frequent visits to every school. If effective work is to be done, the size of many supervising districts should be reduced and the number of supervising teachers increased.

Total Expenditures for the Schools

In 1927 the Insular Government expended for school purposes ₱17,945,183.18, an increase of 10.15 per cent over the insular school expenditures in 1926. The 1927 school expenditures from provincial and municipal funds are not yet known. It is believed, however, that, in view of the increased number of provincial teachers employed in secondary schools, the amount expended from provincial funds in 1927 exceeded the expenditures in 1926. With regard to municipal school expenditures in 1927, indications are that they were less than the

expenditures in 1926, on account of the discontinuance of the collection of voluntary contributions for operating expenses of elementary schools.

On account of lack of complete data covering the 1927 governmental expenditures, Table 1 shows only the 1926 expend-

TABLE 1.—*Governmental expenditures for all purposes and the amount and percentage spent for school purposes in 1926*

Government	Total expenditures	Expenditures for school purposes	Percentage which school expenditures were of the total expenditures
Insular.....	P78,853,256.21	P16,291,895.30	20.66
Provincial.....	32,353,838.07	3,563,253.10	11.01
Municipal.....	18,785,159.35	5,569,285.92	29.65
Total.....	129,992,253.63	25,424,434.32	19.56

itures by the insular, provincial, and municipal governments. These figures are the most accurate that could be obtained from published reports. It is probable that the provincial and municipal expenditures include amounts of insular money also classified under insular expenditures, the total expenditures, therefore, from provincial and municipal governments seeming to be larger than they really were.

It will be noted that the insular expenditures for school purposes have been much larger than the combined provincial and municipal school expenditures, and that the provincial expenditures for school purposes represent only 11.01 per cent of the total expenditures from provincial funds. It is desired to mention the fact that a portion of the provincial school expenses has been paid from tuition fees which have been collected from the students attending the academic secondary schools. In view of the fact that thousands of secondary students were refused admission in June, 1927, more funds should be provided by the provincial governments for the proper maintenance and extension of provincial schools.

It will also be noted that the municipal governments have used for school purposes a larger percentage of their total expenditures than either the insular or the provincial governments. A considerable portion of these municipal school expenditures, however, were covered by voluntary contributions which were collected by various municipalities in order to prevent the closing of many elementary schools. Inasmuch as all

approvals given for the collection of voluntary contributions for the maintenance of elementary schools were cancelled effective January 1, 1927, the percentage of municipal-school expenditures will be considerably reduced unless other sources of municipal revenue are provided.

The classification of school expenditures from the insular, provincial, and municipal funds in 1926, in Table 2, shows the

TABLE 2.—*Classification of insular, provincial, and municipal school expenditures in 1926*

Expenditures	Insular	Provincial	Municipal	Total
Aid to provinces and municipalities.....	₱10,026,197.00			₱10,026,197.00
Salaries.....	4,047,843.71	₱2,056,723.08	₱2,559,111.45	8,663,678.24
Outlay.....	300,013.15	482,463.50	1,429,240.08	2,211,716.73
Other expenses.....	1,917,841.44	1,024,066.52	1,580,934.39	4,522,842.35
Total.....	16,291,895.30	3,563,253.10	5,569,285.92	25,424,434.32
Percentage of total expenditures for school purposes.....	64.08	14.01	21.91	100.00

* Aid to provinces ₱305,500.00.

Aid to municipalities ₱9,720,697.00.

percentage which the school expenditures from each branch of the government were of the total school expenditures.

Table 3 gives the school expenditures from all governmental sources in 1925 and 1926 and shows the percentage of increase

TABLE 3.—*School expenditures from all governmental sources*

Government	Expenditures 1925	Expenditures 1926	Percentage of increase or decrease
Insular.....	₱15,322,761.65	₱16,295,895.30	+ 6.35
Provincial.....	3,071,864.55	3,563,253.10	+16.00
Municipal.....	5,753,859.29	5,569,285.92	— 3.31
Total.....	24,148,485.49	25,424,434.32	+ 5.28

or decrease in the expenditures from each source. It will be noted that the increases in the insular and the provincial school expenditures were more than sufficient to offset the slight decrease in the municipal. The increase of 6.35 per cent in insular expenditures was due mostly to the larger amount of insular aid for permanent improvements released in 1926 than in 1925. The increase of 16 per cent in provincial school expenditures was due to the increase in the amount used for permanent improvements and for salaries—the latter brought about by the employment of an additional number of provincial

teachers. The slight decrease of 3.2 per cent in municipal expenditures was due largely to the decrease in the expenditures for salaries. With the discontinuance of the collection of voluntary contributions for the maintenance of elementary schools, the income for municipal school purposes was considerably reduced, but at the same time the source of many complaints which had theretofore been made was permanently removed, and the school officials in the field have been enabled to plan more or less definitely in advance the operation of their elementary schools.

The Need for Additional Funds for Schools

The extent of expenditures and the comparative increase during the last five years is indicated in Table 4.

TABLE 4.—*Total governmental expenditures for school purposes for five years, expenditure per capita, and expenditure per pupil*

Year	Total expenditures	Percent of increase	Expenditure per capita ^a	Expenditure per pupil ^b
1922.....	P22,068,939.58	-----	P2.02	P20.55
1923.....	22,202,532.49	1.54	2.01	19.97
1924.....	24,529,540.55	1.52	2.18	22.07
1925.....	24,148,485.49	1.50	2.12	22.02
1926.....	25,424,434.32	1.48	2.20	23.95

^a Expenditures per capita are figured on the basis of the total population estimates as supplied by the Philippine Health Service.

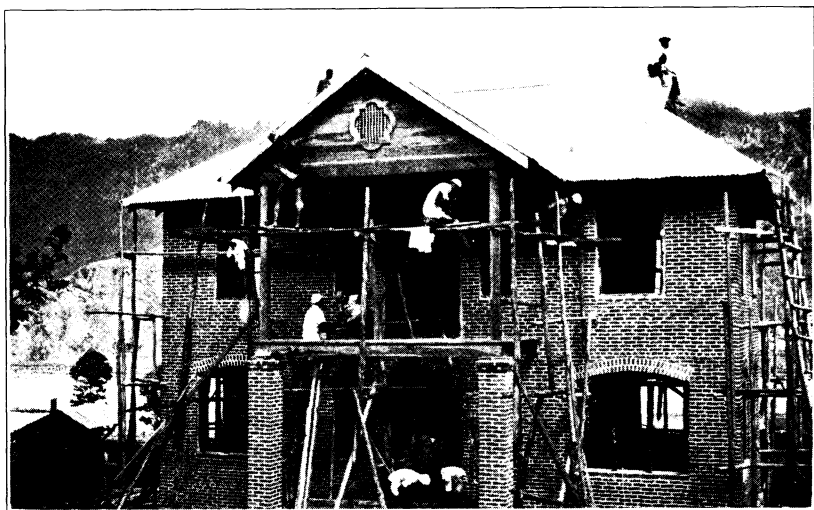
^b Expenditures per pupil are figured on the basis of the annual enrolment for September.

Some progress has been made in raising the salaries of the teachers, but they are still far too low in most cases, as indicated by Tables 5-9.

TABLE 5.—*Monthly salaries of Filipino elementary classroom teachers (excluding principals)*

Designation	Salary						Number of teachers	
	1926			1927			1926	1927
	Lowest	Average	Highest	Lowest	Average	Highest		
Municipal.....	P28.00	P50.26	P140.00	P25.00	P50.85	P140.00	21,689	22,045
Provincial.....	25.00	64.01	110.00	30.00	70.33	130.00	196	175
Insular.....	^a 70.00	101.41	183.33	^a 70.00	102.98	166.67	168	119

^a A temporary teacher in San Lazaro Hospital, Manila, receives P25.



BUILDING THEIR OWN HOME-ECONOMICS BUILDING

Pupils of Bontoc, Mountain Province, also made the brick with which this building was constructed



PREPARING FOR LIFE'S WORK

A woodworking class at work in the Leyte Trade School

TABLE 6.—*Monthly salaries of Filipino elementary principals*

Designation	Salary						Number of principals	
	1926			1927				
	Lowest	Average	Highest	Lowest	Average	Highest	1926	1927
Municipal.....	P36.00	P71.67	^b P155.00	P40.00	P77.19	^b P160.00	667	553
Provincial.....	35.00	87.28	150.00	40.00	76.09	166.66	15	22
Insular.....	^a 70.00	118.31	233.33	^a 70.00	102.66	183.33	437	489

^a A temporary principal in San Lazaro Hospital, Manila, receives ₱25

^b One elementary principal of municipal rank in Manila receives more than this amount.

TABLE 7.—*Monthly salaries of Filipino supervising teachers, August 1, 1927*

Designation	Salary						Number of supervising teachers	
	1926			1927			1926	1927
	Lowest	Average	Highest	Lowest	Average	Highest		
Provincial.....	P70.00	P80.00	P145.00				4	
Insular.....	70.00	131.22	216.67	P70.00	P130.11	P216.67	441	451

TABLE 8.—*Monthly salaries of Filipino secondary classroom teachers (excluding principals)*

Designation	Salary						Number of teachers	
	1926			1927				
	Lowest	Average	Highest	Lowest	Average	Highest	1926	1927
Municipal.....	P48.00	P97.04	P130.00	P55.00	P105.63	P150.00	122	148
Provincial.....	50.00	104.01	166.67	50.00	110.46	145.00	543	635
Insular.....	60.00	136.92	300.00	70.00	134.97	300.00	375	402

TABLE 9.—*Monthly salaries of Filipino secondary principals, August 1, 1927*

Designation	Salary						Number of principals	
	1926			1927			1926	1927
	Lowest	Average	Highest	Lowest	Average	Highest		
Provincial.....	P105.00	P147.09	P166.67	P110.00	P146.00	P166.67	4	5
Insular.....	100.00	179.55	333.33	100.00	176.85	333.33	49	54

As is pointed out in Chapter II, only a little over 35 per cent of the estimated school population is accommodated in the public schools. In other words, the Government has unfortunately failed to provide thousands of prospective citizens

with the educational opportunities essential to individual and national intelligence and welfare. At the same time the need for more funds is greater because of the fact that educational standards are today far higher than they were a few years ago.

Means of Providing Additional Funds

How additional funds for school purposes may be provided is a problem that confronts the government and demands serious attention. Act 3422, which was approved on December 8, 1927, and which confers authority upon municipal councils to levy municipal license taxes subject to certain limitations, does not offer a satisfactory solution to this financial problem, inasmuch as all the income to be derived from such taxes as may be levied by municipal councils accrues to municipal general funds. Therefore no portion of the income from such taxes may be credited to the school funds except such amounts as the municipal councils may transfer from the general funds. Such a condition is undesirable from the educational viewpoint, because it will not enable the school authorities to lay out, in advance, plans for the operation of the schools.

The recommendation made for years by this Office that legislation be passed whereby provinces and municipalities may be authorized to levy additional taxes exclusively for school purposes is again urged. It will not be possible to maintain high educational standards and extend our school system unless sufficient funds are available to pay the salaries of trained teachers, to construct adequate buildings, to purchase modern equipment, and to meet other necessary school expenses.

CHAPTER II

GIVING EACH CHILD HIS BIRTHRIGHT

In 1927, for the first time in five years, the annual enrolment in the public schools increased. The figure for 1927 (1,099,306) is 37,781 greater than the corresponding figure for 1926; similarly, the percentage of population in school in 1927 (9.36) is greater than that for 1926, and the percentage of school population in school (35.56) is greater than the corresponding percentage for 1926. This increase in enrolment was made possible, however, only through economy and resourcefulness in the handling of school funds; and the Bureau of Education is still confronted with the problem of providing schools and teachers for approximately two million children who are deprived of their birthright—education in the public schools—because the appropriations for the operation and maintenance of the public schools can not be further stretched without seriously affecting housing, equipment, and instruction.

Elementary Schools

Figure I indicates the number of pupils enrolled in elementary schools in each division for each one thousand of the total school population. Table 10 indicates the increase in the number of

TABLE 10.—*Number of primary and intermediate schools and teachers in September, 1926 and 1927*

Items	September, 1926	September, 1927 ^a	Increase	Percentage of increase
Number of schools:				
Primary.....	5,991	5,998	7	.12
Intermediate.....	1,180	1,243	63	5.34
Total.....	7,171	7,241	70	.98
Number of teachers in these schools:				
Primary.....	17,277	17,410	133	.77
Intermediate.....	6,043	6,429	386	6.39
Total.....	23,320	23,839	519	2.23

^a Batanes figures for July, 1927, are used. The figures for the municipality of Dumaran, Palawan, are those for last year.

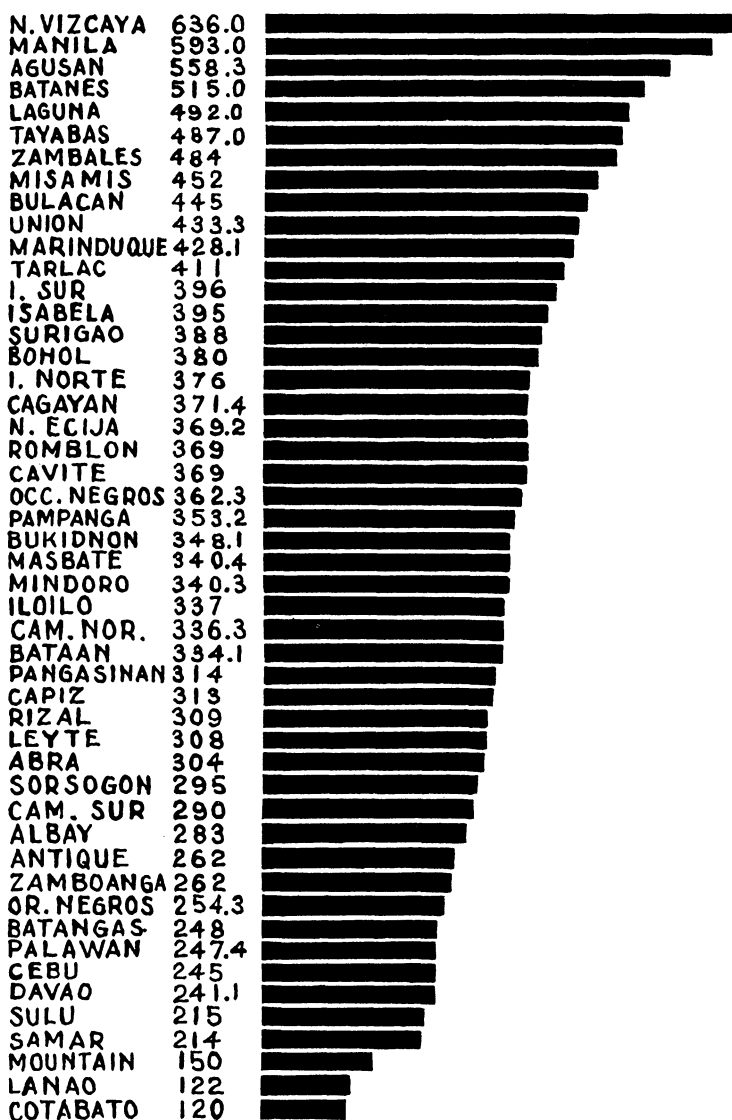


Fig. I.—Number of pupils enrolled in elementary schools in March, 1927, per 1,000 of the total estimated school population.

schools and teachers, and Table 11 the increase in enrolment over the previous year.

TABLE 11.—*Primary and intermediate enrolment and attendance in September, 1926 and 1927*

Items	September, 1926	September, 1927 ^a	Increase	Percentage of increase
Annual enrolment:				
Primary.....	819,962	837,340	17,378	2.12
Intermediate.....	182,225	197,784	15,559	8.54
Total.....	1,002,187	1,035,124	32,937	3.29
Monthly enrolment:				
Primary.....	793,627	817,436	23,809	3.00
Intermediate.....	176,552	192,060	15,508	8.78
Total.....	970,179	1,009,496	39,317	4.05
Average daily attendance:				
Primary.....	744,599	774,944	30,345	4.08
Intermediate.....	167,878	183,540	15,662	9.33
Total.....	912,477	958,484	46,007	5.04

^a Batanes figures for July, 1927, are used. The figures for the municipality of Dumarán, Palawan, are those for last year.

The steady increase in the progress of pupils from the primary into the intermediate grades is indicated by the data in Table 12. The proportion of pupils who are able to obtain a

TABLE 12.—*Percentage of total enrolment in primary, intermediate, and secondary grades*

Year	Percentage of monthly enrolment for September		
	Primary	Intermediate	Secondary
1922.....	83.31	13.66	3.03
1923.....	81.93	14.43	3.64
1924.....	80.03	15.54	4.43
1925.....	78.70	16.29	5.01
1926.....	77.24	17.18	5.58
1927 ^a	76.27	17.92	5.81

^a Data for Itbayat, Batanes, for July, 1927, are used. The figures for the municipality of Dumarán, Palawan, are those for last year.

complete elementary education is still small, as shown by Figure II, although marked improvement has been made in this respect in the last eleven years.

Secondary Schools

Figure III indicates the degree to which the secondary school reaches the total estimated school population. In Manila, 92 students out of every thousand attend secondary schools. This,

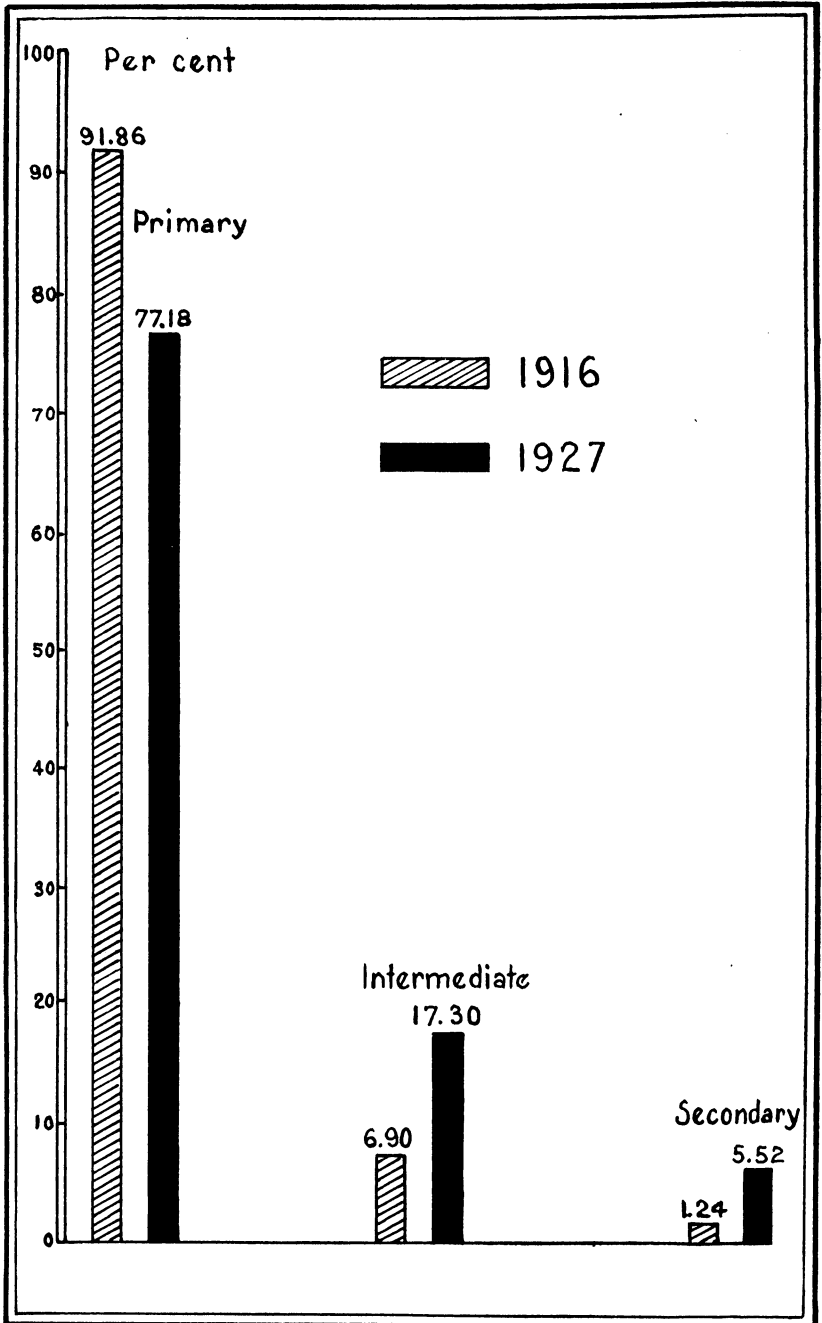


Fig. II.—Percentage of pupils enrolled in primary, intermediate, and secondary grades in 1916 and 1927.

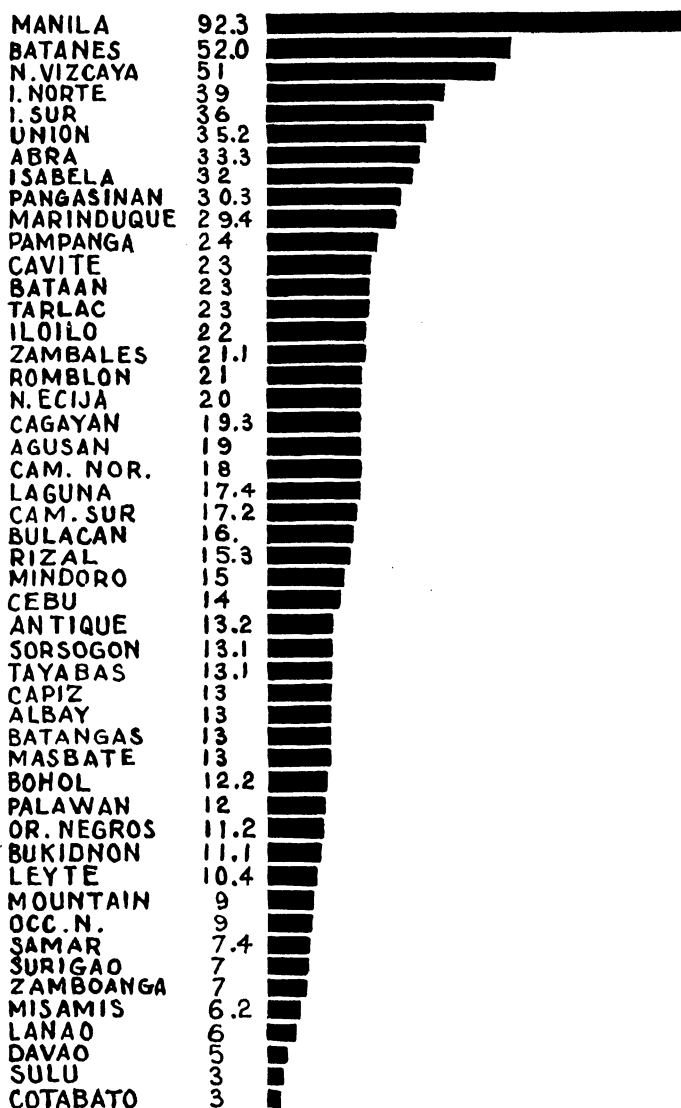


Fig. III.—Number of pupils enrolled in secondary schools in March, 1927, per 1,000 of the total estimated school population.

of course, does not include the large attendance at the Philippine Normal School, the Philippine Nautical School, and the Philippine School of Arts and Trades. For the entire Archipelago, 19.2 students out of each one thousand of the estimated school population attend secondary schools. Nineteen divisions exceed this. It must be remembered, however, that the school age considered in the tabulations of this Bureau is from 6 to 17 years, whereas a large proportion of the students in secondary schools are 17 years of age or above. Therefore the actual school population should include more than the children 7 to 17 years of age. If such overage students were to be considered, then the percentage of the school population actually in secondary schools would be in every division less than indicated in Figure III.

The annual enrolment in all secondary schools in September was 8.16 per cent greater than in September of the previous year. As indicated in Table 13, the greatest increase was in the trade course.

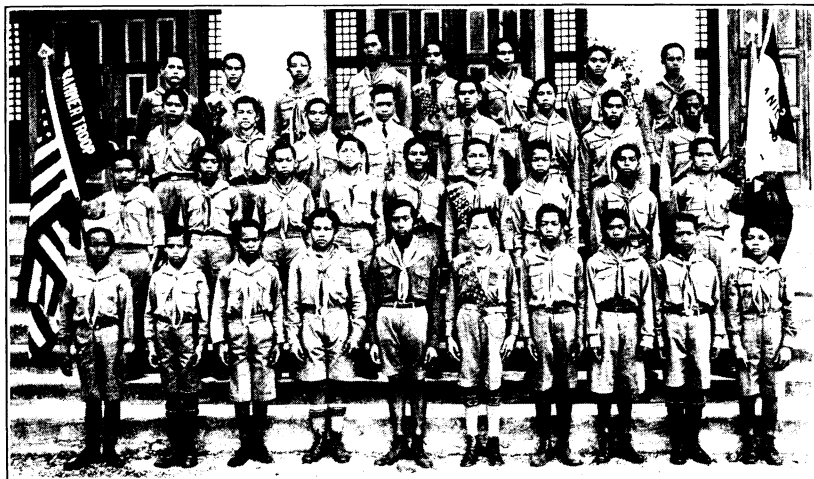
TABLE 13.—*Comparative enrolment and percentage of increase in secondary general and vocational courses*

Courses	March monthly enrolment					Percentage of increase (+) or decrease (—)	
	1922-23	1923-24	1924-25	1925-26	1926-27	1925-26 over 1922-23	1926-27 over 1925-26
General.....	22,250	27,591	33,311	35,861	39,290	+ 77	+10
Agricultural.....	1,185	1,463	1,764	2,074	2,286	+ 93	+10
Trade.....	772	887	1,014	1,217	1,742	+126	+43
Home Economics.....	1,249	1,686	2,303	2,319	2,674	+114	+15
Normal.....	3,825	4,958	5,994	6,066	6,422	+ 68	+ 6
Commercial.....	280	407	536	502	553	+ 98	+10
Nautical.....	53	43	41	27	31	— 42	+15
Surveying.....	60	56	46				
Total.....	29,674	37,091	45,009	48,066	52,998	+ 79	+10

The School for the Deaf and the Blind has grown in size, partly as a result of the steady improvement in efficiency of instruction. This increase was more marked in 1926 than in 1927, but the school is still growing, as is shown by Table 14.

TABLE 14.—*Enrolment in the School for the Deaf and the Blind*

Year	Boys	Girls	Total
1924.....	64	28	92
1925.....	72	31	103
1926.....	77	43	120
1927.....	77	47	124



BOY SCOUTS ALTHOUGH DEAF

The School for the Deaf and the Blind



DEAF CHILDREN DANCING TO ORCHESTRAL MUSIC

First-grade children at the School for the Deaf and the Blind

Education Among the Non-Christians

The attendance of children of non-Christian parentage has decreased annually for several years, as is shown by Table 15. This is regretted: further explanation, in addition to that given

TABLE 15.—*Enrolment of non-Christian pupils for five years*

School year	Number of provinces reporting non-Christian enrolment	March annual enrolment of non-Christian pupils	Decrease over previous years	Percentage of decrease over previous years
1922-23	28	62,812	99	.16
1923-24	27	58,558	4,254	6.77
1924-25	28	52,976	5,582	9.53
1925-26	28	51,543	1,433	2.70
1926-27	29	48,298	3,245	6.30

in previous reports of this Office, would, however, be repetition. We can but hope for the best and anticipate that a few years hence the attitude of the non-Christian parents will reverse itself. In fact, there is an indication of such a reversal in the division of Sulu, where the annual enrolment for 1926-27 is 486 greater than for the same period in 1925-26. In ten other divisions the increase ranged from 3 to 84 pupils. On the other hand, the enrolment of pupils of non-Christian parentage in the following divisions decreased as indicated:

Agusan	280
Buikdnon	207
Cotabato	1,715
Davao	483
Ilocos Sur.....	156
Lanao	416
Mountain	241
Palawan	121
Zamboanga	377

Losses in these divisions, together with a slight decrease ranging from 1 to 34 pupils in nine other divisions, combined to cause the 6.30 per cent decrease indicated in Table 15. No data are available for the school year 1927-28, although it has been reported that attendance is improving in the division of Cotabato.

CHAPTER III

DEVELOPING A STRONGER PERSONNEL

The efficiency of an organization cannot rise above the efficiency of its personnel. The better trained the personnel is, the more it is imbued with the spirit of service, and the stronger its *esprit de corps* is developed, the more effective and valuable will that organization be. The Bureau has been handicapped in this respect, for from its very inception it has had to face the problem of an untrained personnel. Until the last two or three years, the growth of the schools has been so rapid that the number of teachers professionally trained has always been far below the total number in the service. In order to cope with this problem the Bureau has had to organize a most

TABLE 16.—*Classification of classroom teachers, principals, and supervisors on duty in September, 1927*

Classification ^a	American	Filipino			Total
		Insular	Provincial	Municipal	
Elementary teachers.....	32	116	184	22,409	22,741
Elementary principals.....	3	503	11	581	1,098
Secondary teachers.....	196	390	636	152	1,374
Secondary principals.....	46	55	5		106
Supervisors ^b	17	608	10	17	652
Total.....	^c 294	^d 1,672	846	23,159	25,971

^a Batanes figures are for July, 1927, and the report for the municipality of Dumarán, Palawan, for last year is used.

^b Includes supervising teachers, division and special supervisors, traveling model teachers, and teachers on special detail in the General Office.

^c Does not include the Director of Education, the Assistant to the Director, and 42 division superintendents.

^d Does not include the Assistant Director of Education, 14 division superintendents, the Assistant Superintendent of City Schools and the Head Teacher for Batanes.

complete system of in-service training. Normal institutes, mid-year institutes, visiting days, teachers' meetings, reading circles, vacation assemblies—all these had to be organized.

Stress on Professional Training

During the last few years there has been no further expansion of the schools due to lack of funds. With this brief respite, the Bureau has enjoyed one of the very few opportunities that

it has had during its existence to strengthen its personnel. The emphasis has therefore shifted from training in the service to training for the service. Greater and greater insistence is being made that the teacher secure his professional training before entering the service. Table 17 and Figure IV give some idea of the number of students receiving proper professional training in this respect.

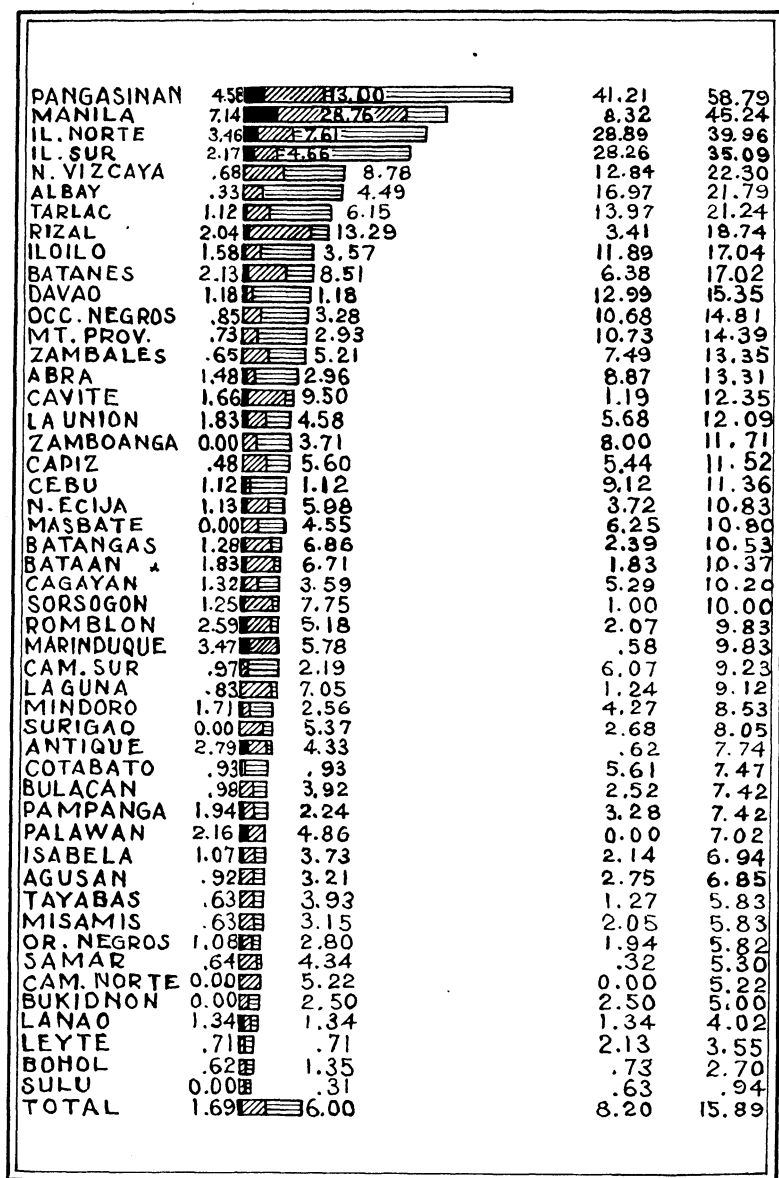
TABLE 17.—*Enrolment in normal schools and normal courses for the school year 1927-28*

School	Monthly enrolment, September, 1927			
	Academic course	Home economics course	Provincial normal course	Total enrolment
Philippine Normal School.....	1,070	199		1,269
Eight provincial normal schools.....			3,923	3,923
Nine secondary normal courses.....			2,022	2,022
Total.....	1,070	199	5,945	7,214

Pursuant to the policy of strengthening the personnel of the Bureau by increasing the number of professionally trained teachers, the training departments of normal schools have been among the first to receive attention. It was realized from the first that if any school should have a first-class corps of teachers, the normal school should receive first consideration. The quality of instruction in our teacher-training institutions will in time determine the quality of teaching in all the other schools. There seems to be a close correlation between the quality of a student's work in the training department and the degree of his efficiency as a teacher later on. Consequently, efforts have been made to have only Philippine Normal School graduates serve as critic and model teachers in training departments of normal schools. When these are not available, provincial normal-school graduates have been employed. Table 18 shows that over eighty-five per cent of the teachers in the training departments have had adequate professional preparation.

TABLE 18.—*Professional preparation of teachers in normal-school training departments*

	1927
Total number of critic and model teachers.....	168
Number of critic and model teachers who are normal-school or college of education graduates.....	143
Per cent of critic and normal teachers who are normal-school or college of education graduates.....	85.12



■ College of Education ▨ Phil. Nor. Schl. (Collegiate level) ▤ Provincial Nor. Schls. and Courses and Phil. Nor. Schl. (Secondary level)

Fig. IV.—Percentage of all Filipino teachers in August, 1927, who were graduates of colleges of education; of the Philippine Normal School (Collegiate level); and of provincial normal schools and courses and the Philippine Normal School (Secondary level).

Appointment of Trained Principals and Supervisors

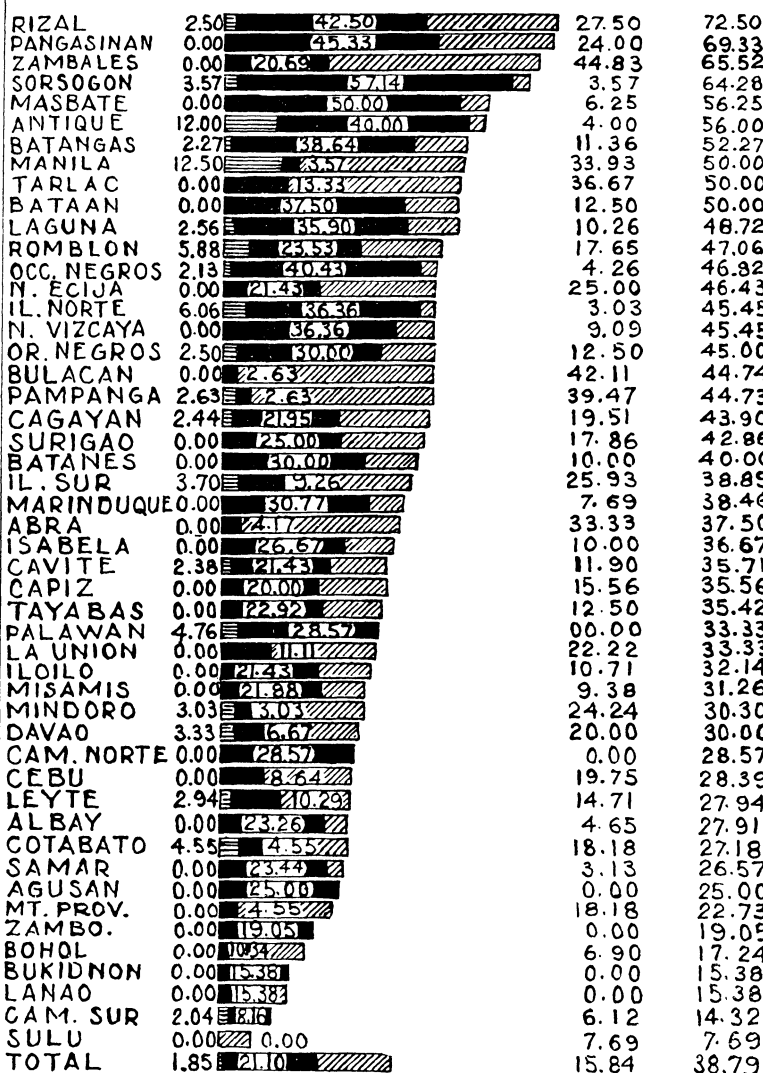
Another phase of work that has received special attention is the appointment of central elementary-school principals and supervising teachers. It is generally recognized that these school officials are the educational leaders in their communities. Quite often they are leaders in activities outside of the school. It is therefore important that they be fully equipped professionally and have as broad a general training as possible if they wish to command the respect of their teachers and of the general public. On February 27, 1924, and on December 14, 1925, instructions were sent to the field setting definite standards as to qualifications which teachers recommended for insular appointments as supervising teachers and elementary-school principals should have. Table 19 and Figure V show the progress made in raising the standard in the professional preparation of supervising teachers and principals under insular status. No figures are available for principals who are under municipal

TABLE 19.—*Professional preparation of insular elementary-school principals and supervising teachers*

	1925	1926	1927
Total number of insular elementary-school principals and supervising teachers.....	762	944	977
Number who are normal graduates.....	315	459	512
Number who have had one or more years training in a college of education.....	13	23	20
Per cent who are normal graduates or who have had one or more years training in a college of education.....	41.72	51.06	54.45

appointment, but it is certain that the percentage of principals without adequate professional training is larger among these.

In order to enable division superintendents to secure the very best teachers for positions as principals of elementary schools, as many insular positions as could be spared were made available for this purpose. In many cases it was necessary to be content with a mediocre principal in a central school because the municipality was not financially able to offer sufficient salary to attract a teacher of more than average ability. It is hoped that in time sufficient insular positions may be made available to place all principals in central schools under insular appointment. The increase in the number of principals under insular status is shown in Table 20.



College of Education
 Phil. Normal Schl. (Collegiate level)
 Provincial Nor. Schl. and Courses and Phil. Normal Schl. (Secondary level)

Fig. V.—Percentage of supervising teachers and principals in August, 1927, who were graduates of colleges of education; of the Philippine Normal School (Collegiate level); and of provincial normal schools and courses and the Philippine Normal School (Secondary level).

TABLE 20.—*Number of central-school principals under insular appointment*

	1925	1926	1927
Total number of central-school principals.....	1,027	1,029	1,059
Number under insular status.....	256	416	463
Per cent under insular status.....	24.93	40.43	43.72

Qualifications of Secondary-School Teachers

Like the elementary schools, the secondary schools have always been faced with the problem of an untrained personnel. Until lately the College of Education of the University of the Philippines has been the Bureau's chief source of teachers for the secondary schools. That institution, however, has apparently not been able to graduate the necessary number of teachers. Two or three private institutions have begun to graduate students in education, and it is possible that within the next few years the secondary schools may have their full quota of trained teachers.

The replacement of qualified teachers in secondary schools has been delayed partly because some provincial boards have been either unwilling or unable to provide "standard" salaries for graduates in education. Now that tuition fees are required of pupils in almost all secondary schools, there is no reason why these pupils should not receive instruction under well-trained teachers.

On February 28, 1927, instructions were sent to the field to give special preference to graduates of colleges of education and colleges of liberal arts in placing teachers in the secondary schools. The employment of graduates of all other colleges was to be considered an emergency measure and they were to be replaced as soon as graduates in education were available. In vocational schools, of course, teachers with special training may be employed. Table 21 indicates the extent of the progress made.

TABLE 21.—*Professional training of teachers in secondary schools*

	1926	1927
Total number of secondary teachers.....	1,039	1,185
Number who are graduates in education.....	^a 255	373
Number who are graduates in liberal arts.....	^b 129	^b 177
Per cent of secondary teachers who are graduates in education or liberal arts.....	36.96	46.41

^a Normal school or college of education graduate.

^b Insular and provincial only.

Secondary Institutes

Secondary institutes, a novel feature of in-service training in the Philippine school system, were initiated in Camarines Sur one or two years ago. They give promise of becoming a popular means of improving secondary instruction, especially for teachers who have had no professional training. This year seven divisions held secondary normal institutes.

Summer Normal Classes

The summer schools held during the long vacation in April and May constitute one feature of in-service training for elementary teachers to which more and more attention is being given. During the last summer vacation, classes were held in Baguio, Manila, and Cebu. A total of 2,092 teachers enrolled in these classes, and the number of semestral credits earned was 3,117. It is planned to increase, during the next vacation, the number of summer schools by opening an additional one in Zamboanga for the benefit of teachers in Mindanao and Sulu. Were it not for the fact that it is extremely difficult to secure the number and the kind of instructors desired for the summer schools, it would undoubtedly be advisable to further increase the number held so as to place them within easier reach of municipal teachers.

Teachers for Special Provinces

Just as fast as possible each of the specially organized provinces is appointing teachers native to the province, but in those divisions where the attendance is low there is a scant number from which to select. The recent Legislature, by Act 3349, provided a number of additional pensionado positions which are available only for students of non-Christian parentage. As these positions are for scholarships in normal schools only, they will aid in helping to solve the problem of finding well-trained teachers for the non-Christian provinces.

Much Improvement Remains to Be Accomplished

As Table 22 shows, too small a percentage of the teachers now in the service are fully equipped professionally to do satisfactory work.

TABLE 22.—*Professional training of all Filipino teachers*

Items	1925	1926	1927
Total number of Filipino teachers in the service.....	25,226	24,887	25,266
Number who are normal graduates.....	1,838	2,570	3,589
Number who are graduates of a college of education.....	310	391	428
Per cent who are normal or college of education graduates.....	8.52	11.90	15.90

These figures show that less than 16 per cent of the teachers in the service are graduates of normal schools or colleges of education. The figures here presented, however, do not include teachers who have had one or more years of professional training either on the secondary or on the collegiate level. If these were included the total number of teachers rated as having had professional training would, of course, be greater.

Pensionados Sent to the United States

To further strengthen its personnel the Bureau of Education sent five Government pensionados to the United States last June to specialize in work relating to rural high schools, normal schools, vocational education, English instruction in agricultural schools, and instruction for the deaf. These pensionados are all experienced teachers who have rendered exceptional service in the Bureau.

Specialists to Be Employed

The Philippine Legislature, in its session which closed in November, 1927, made provision for the employment of four specialists for the Bureau of Education: one in agricultural education, one in elementary education, one in teacher-training, and one in curriculum construction. These specialists will be attached to the central office of the Bureau. It has long been realized that this Office needs additional help in view of the tremendous growth of the public schools.

Inadequate Salaries Provided for Clerical Force

No discussion of the personnel of the Bureau would be complete unless mention were made of the clerical force, especially that portion of it attached to the offices of division superintendents. An efficient chief clerk and a capable property clerk can relieve the superintendent of many of the small routine matters in his office and thus enable him to give his attention to the supervision and improvement of instruction, which is



A SCHOOL NURSERY AND FLOWER BEDS

Caridad Elementary School, Cavite



ONE OF THE MANY FINE SCHOOL GARDENS

Ermita Elementary School, Manila

his chief function. The clerks in the division offices are now over-worked, badly under-paid, and therefore dissatisfied. Some of them have received no promotions for five or six years. What makes the situation worse is the fact that the clerks in the other provincial offices, such as those of the district engineer, the district auditor, and the provincial treasurer, are much better paid. The clerks in the office of the division superintendent, therefore, transfer to one of the other provincial offices at the earliest opportunity. In fact, in some cases, the office of the superintendent has become a sort of training camp for provincial clerks. It would be a wise investment to pay our clerks better salaries in order to retain the best ones so that superintendents might be released from multifarious routine matters, thus enabling them to devote most of their time to the supervision of instruction in the field.

CHAPTER IV

PROMOTING VOCATIONAL EDUCATION

Without being either ultra-conservative or too radical, the Bureau of Education has gradually, but continuously, adapted itself to meet constantly changing economic and social conditions. Some persons maintain that the Bureau has not gone ahead fast enough in the matter of vocational education and others believe that it has gone beyond the limit of present demand; but none deny the fact that the movement has been one of continued progress. Not only has emphasis been given to the work, but also special efforts have been made to promote the demand for vocational schools and for vocational classes in academic schools. As the situation stands at present, the vocational work offered is still far in advance of that which the public is ready to take full advantage of.

Budgetary Provisions

Yearly appeals have been made to the Legislature for greater financial support for the vocational schools already established and for funds which would enable the Bureau to extend this work to localities in which vocational schools have not been established. The Legislature has responded by providing for 1928 a far greater fund for vocational education than in any previous annual appropriation. The passage of the Vocational Education Act also definitely placed the seal of approval of the Legislature upon a program for improvement of that form of education which prepares the youth of the country for definite industrial, vocational, and agricultural pursuits. In passing this Act, the Legislature recognized the fact that vocational education is essential to national welfare and that it is one of the responsibilities of a government to stimulate and foster this form of education.

TABLE 23.—*Appropriations for vocational schools*

Items	1927	1928
Agricultural school buildings, regular provinces.....	P254,500	P150,000
Agricultural school buildings, non-Christian provinces.....	115,000	70,000
Agricultural school equipment.....	50,000	50,000
Trade schools.....	10,000	75,000
General.....		500,000
Total.....	429,500	845,000

Present Status of Schools

The number of schools of agriculture, their enrolment, etc., is indicated in Table 24. In the Central Luzon Agricultural School, there were more applicants than the school could accommodate, although with the improvements made during the

TABLE 24.—*Schools of Agriculture*

Types of school	Total number March 1927	Total enrolment March 1927	Area		Value of school products
			Culti-vated	Total	
			<i>Hectares</i>	<i>Hectares</i>	
Agriculture.....	14	3,396	1,262	4,972	P249,448.84
Farm.....	15	3,715	250	421	76,851.19
Settlement.....	274	19,666	1,078	4,965	115,110.32
Total.....	303	26,777	2,590	10,358	441,410.35

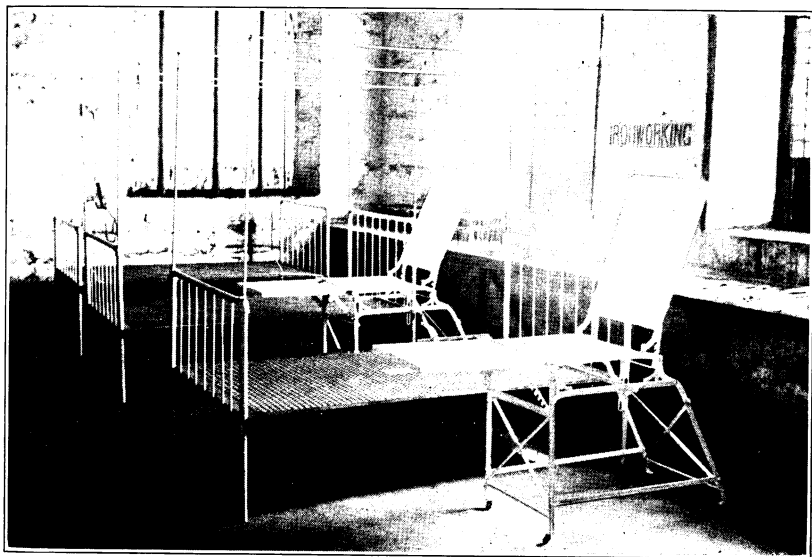
present year, the enrolment may be increased to 1,000 students. In all the larger and better-equipped institutions, a similar increase may be noted; it is only in the small understaffed and inadequately equipped agricultural schools and where the provinces concerned have not provided a sufficient amount for subsistence that the enrolment shows a decrease.

The opportunity to make a little money while attending school is one of the special attractions which the vocational schools offer to students. Several of last year's graduates of the Central Luzon Agricultural School left that institution with several hundred pesos earned and saved during their stay there. The reduction of the required time for shopwork in our secondary trade schools has increased the earning capacity of the students in those schools by giving them more opportunity to do overtime work, and, as a consequence, the trade-school student is usually better supplied with funds than are other students.

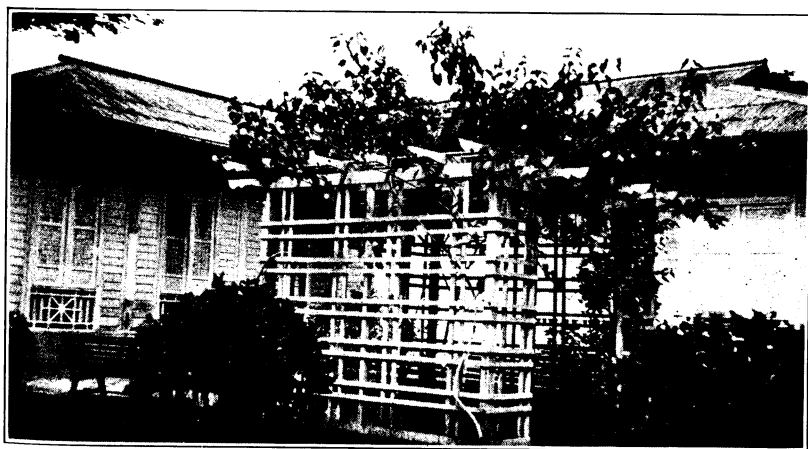
Table 25 gives a fair idea of the value of the industrial work being done in the schools, while Table 26 shows what is being done in the school and home gardens.

TABLE 25.—*Industrial production of elementary and secondary schools for 1926-27 (excluding agricultural production)*

Courses	Pupils enrolled	Estimated value
Embroidery and lace making.....	100,916	P183,278.31
Basketry.....	71,816	105,257.73
Municipal shop.....	15,490	115,866.83
Provincial trade school.....	4,077	173,643.69
Provincial shop.....	820	22,612.10
Miscellaneous.....	237,327	757,698.47
Total.....	430,446	1,358,357.13



PRODUCTS OF THE IRONWORKING COURSE
Pampanga Trade School supplies hospital equipment



MAKING THE GROUNDS ATTRACTIVE
A pergola for climbing vines at the Cebu Trade School

TABLE 26.—*School and home gardens and nurseries for the school year 1926-27*

Schools and home gardens and nurseries, 1926-27	Primary	Intermediate	Secondary	Total
Number of schools with gardens	4,835	987	.....	5,822
Number of pupils with home gardens	124,000	34,552	.....	158,552
Estimated area of school and home gardens .....	.....	.....	.....	* 2,772
Estimated market value of products raised in school and home gardens .....	.....	.....	.....	P648,942.68
Number of schools with nurseries	2,400	701	7	3,108
Number of trees in nurseries at end of the year .....	.....	.....	.....	229,005

* Hectares.

The rice crop in the Central Luzon Agricultural School last year amounted to 23,700 cavans. This, however, from present indications, will be surpassed this year by one of the largest rice crops in the history of that institution.

Such benefits as accrue from projects like those listed in Table 27 also offer great inducement to students. A comparison of the number of members of the different clubs with the total value of the products will give cause for optimism regarding the accomplishments of agricultural and farm schools.

TABLE 27.—*Club projects and club production for 1927*

Number of boys' and girls' agricultural clubs	2,434
Number of club members (total)	41,102
Garden	9,932
Hog	3,497
Poultry	18,640
Fruit	3,746
Corn	389
Cooking	4,898
Number of hogs owned by members	7,694
Poultry owned by members	282,503
Total value of products from projects	P419,129.29

The increased and improved supervision of our school shops and trade schools, the recent revision of the curriculum, which places the trade course on a level with any of the academic courses, and the transformation of these schools into purely secondary schools have all helped to stimulate the interest of the student body in these schools, with a gratifying increase in enrolment.

Vocational Guidance

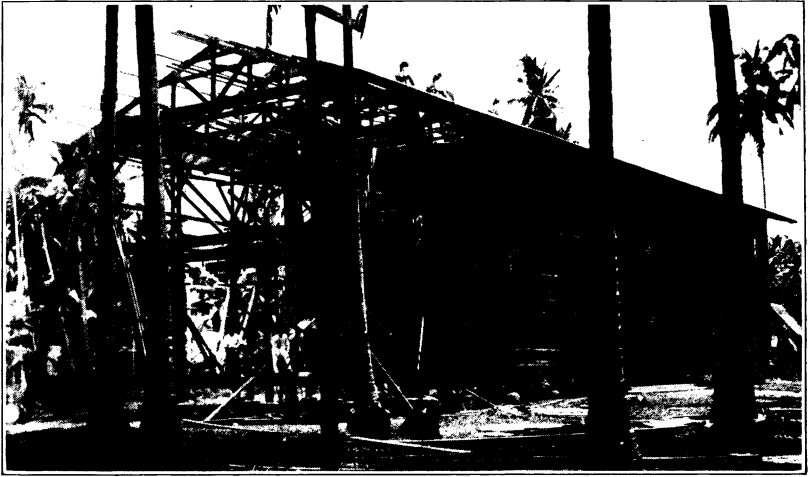
Vocational guidance in public schools is a new form of service, but a good beginning has been made in the Philippine schools. A large number of books on educational and occupational guidance have been included in the list of approved books for

elementary and secondary schools and in the list of new supplementary readers for the trade and agricultural schools. A book on vocational and occupational guidance is being used as a textbook in the last semester of the second and third years of the trade-school course, and plans are being made for the establishment of a vocational-guidance section as a part of the proposed Division of Vocational Education. However, its work will not be confined entirely to vocational guidance, but will include guidance in academic and vocational schools, and the acquisition of economic and occupational data which can be used for the information of prospective graduates.

Practical Instruction

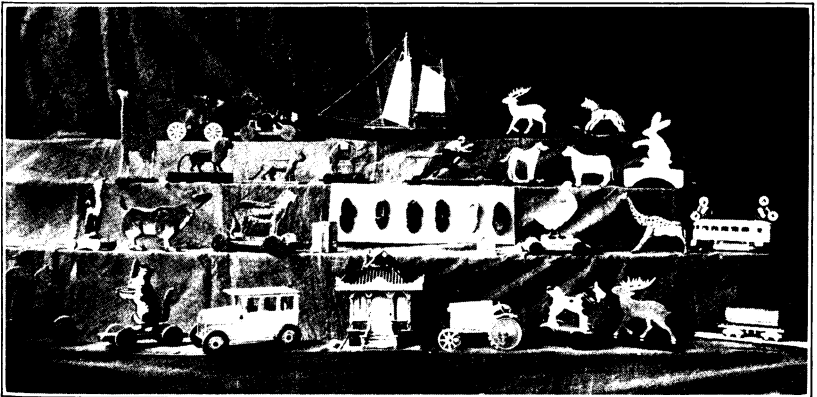
Our agricultural and trade schools are less technical and more practical than the majority of the best secondary vocational schools in the States. It has been possible in the Philippines to break away from the curricular traditions which restrict some of the vocational schools in Europe and in America, and to organize the schools to serve the real occupational needs of the country. Our agricultural schools do not pretend to create agricultural experts or agricultural technicians, but to give the students, by means of practical and actual experience, those skills which they will need when they take up the life of a farmer on their homesteads.

Noticeable improvement has been made in the objectives for the woodworking courses in the elementary schools. From the general woodworking job which consisted only of the making of exercises more or less unrelated to the life of the pupil, and the fabrication of meaningless articles, the course has been reorganized so as to give more emphasis to the developing of non-vocational types of projects related to home mechanics. No longer is the work of the shop limited to woodwork, for the projects now suggested include jobs which require the use of iron, concrete, and other materials. Instead of limiting the work to the making of benches, book shelves, and taborets, the work has been supplemented by certain skills which are needed in making repairs in the home, including such tasks as the repair of a lock, the replacing of a shell in a shell window, the reading of an electric-light meter, the understanding of the mechanism of an electric-light or water meter, the repair of broken furniture and kitchen utensils, and other tasks which may have little vocational value but which are very important for the economic welfare of the family.



CONSTRUCTING THEIR OWN BUILDING

Students of the Zamboanga Trade School at work on their new academic building



WHAT PUPILS ENJOY MAKING

Prize-winning toys at the Manila educational exhibit

CHAPTER V

REVISING CURRICULA

The revision of curricula has been one of the chief centers of educational interest in recent years. Steady progress has been made along this line in the Philippines. The steps taken during the last year are here outlined.

Secondary English Composition and Literature

A decided change has been made in the requirements in secondary composition; the pupils of each year are to be held strictly accountable for the mastery of certain fundamentals of organization, good usage, pronunciation, and spelling. The mastery of the various units being cumulative, the graduates of four years hence should have a better knowledge of the fundamentals of English composition than graduates of previous years, when students were given such a wide range of subject-matter that they could master very little of it.

This new course in composition, as well as the revision of the course in literature, adapts subject matter and amount of work to the various ability groups. In the composition course material in addition to the minimum requirements is provided for brighter students. New supplementary-reading books are required in the literature course, with minimum, average, and maximum requirements for the amount to be read.

The outside-reading lists in the literature course have also been revised. Much contemporary material has been added. Each book was given a value in points so that the students might be required to read what would amount to a certain number of points rather than a certain number of books, since books vary widely in value, difficulty, length, etc.

Secondary Trade Course

The secondary trade course has been slightly revised: a shift has been made in the year in which the courses in mathematics are given and the shopwork has been reduced from three to two hours daily. This reduction will permit students either

to spend more time in the preparation of their academic subjects or to spend a longer period in the shop in commercial work in order to earn extra money for the purchase of books or for other personal expenditures. Of the two-hour shop period daily, each week one twenty-minute period is to be devoted to practical problems in estimating and another twenty-minute period to lecture and conference.

Secondary Academic Course

Careful study is being given to a reorganization of the secondary academic course to provide certain constants and a number of elective subjects in various fields. This is an attempt to help secondary students find themselves by allowing them to select certain courses in which they think they may be interested. The inclusion of such elective courses will at the same time permit students of the brighter groups to study an extra subject in addition to the four units required. This will place the academic course more nearly on the level of the specialized courses in which five units of work are required yearly. At the present time the home economics, agricultural, trade, commercial, and normal courses are really richer than the academic course, since they provide a general training course in addition to the specialized vocational training provided. This is one fact which the general public and the student body enrolled in academic secondary courses have failed to consider. The various secondary courses now offered may be found in Appendix B.

Secondary Home Economics

Extensive revisions are being made in the secondary home-economics course. The revised course will give less emphasis to needlework and the acquiring of mechanical skills and more to the study of foods and nutrition, household management, and infant care.

The secondary normal course will also be revised to include a survey study of home economics. Short units in home economics will be prepared and offered as optional studies in the general secondary course.

Elementary Subjects

Plans have been completed whereby three special committees will meet at Baguio during the next long vacation to outline

more definitely the subject-matter to be taught in third-grade home geography and in primary phonics, and to experiment in a coöperative plan of textbook writing. The textbook planned (it may be used as a supplementary reader) will be intended for the fourth grade and will include history, civics, and health stories. If this plan is a success it may be followed by the appointment of other coöperative committee groups for the reorganization of other types of textbook material.

The courses of study in free-hand drawing for primary and intermediate grades and for secondary normal courses have been issued to the field, and about one-half of the primary classes have again placed drawing in their programs.

CHAPTER VI

OUTLINING OBJECTIVES FOR THE FIELD

The major objectives of this Bureau remain much the same from year to year, but for each year certain specific objectives are outlined and particularly emphasized. This chapter will deal with the steps taken in this direction during 1927.

The Service Manual Issued

Copies of the revised *Service Manual* were received from the printer and sent to the field in October. This revision will be effectual in bringing to the immediate attention of teachers and supervisors the general policies and regulations of the Bureau. Chapter IX, *General Information for New Appointees*, was printed separately and issued to the field so that practically every teacher might have access to the important material it contains.

Objectives Outlined

Other more immediate objectives of a general supervisory and administrative nature, issued in circular form, have been (1) to stress the development of a stronger spirit among teachers through the reading of professional books and magazines, the organization of reading circles, and the development of professional libraries in division offices and in each municipality; (2) to insist upon self-improvement by teachers in their use of English; (3) to acquaint teachers with the courses of study; (4) to cause classroom teachers to realize the importance of the part they may take in health instruction for health improvement; (5) to place particular emphasis upon the organization and supervision of boys' and girls' agricultural clubs; (6) to plan the work in boys' handicraft classes so that designs which might be used in the homes would be made; (7) to improve oral and written composition; (8) to improve the periodical and cumulative objective tests; (9) to encourage the use of the project or problem method; (10) to classify students according to ability; (11) to give preference to normal-age children in admitting pupils in the first grade; (12) to make a

thorough study of the problem of non-promotion in the secondary school; (13) to supply classrooms with dictionaries; (14) to develop proper study habits among secondary students; (15) to marshall all forces and agencies within the school and in the community for the effective solution of the problem of character education; (16) to encourage the organization of parent-teacher associations; (17) to survey rural (or barrio) and vocational schools by means of the Bureau's achievement tests; (18) to raise the prestige of the barrio schools and the barrio teachers by emphasizing the securing of adequate equipment and supplies for them; (19) to emphasize the importance of principles, objectives, and improvement of methods in the teaching of agriculture and industrial arts; and (20) to urge municipalities to purchase school buildings and to have all buildings insured.

Results

To what extent the objectives as set forth above have been accomplished is difficult to determine; but if circulars and bulletins issued by the field force are an index of what is actually being accomplished within the respective divisions, then we may be certain that many of these objectives have been given emphasis and attention.

CHAPTER VII

INCREASING EFFICIENCY OF INSTRUCTION

So many factors are involved in the problem of increasing the efficiency of instruction that it is difficult to decide as to which deserves the most attention. The size of schools, the size of classes, the professional training of the teaching force and the supervisory force, the difficulty of travel between schools, the numbers of teachers in school districts, the amount of travel funds available, the attitude of the community toward sending children to school and keeping them there throughout the year, and the ability of teachers to adapt subject matter to groups of different ability and to the widely diverged age groups within a grade or section are a few of the problems to be faced in securing efficiency of classroom instruction. These and other problems will be discussed in this chapter.

Attendance

Regularity of attendance is an important factor in securing the desired results. Some progress was made during 1927 in reducing the proportion of pupils who drop out during the school year. Table 28 shows that there was a drop of 3 per cent from 1926 to 1927 in the number of pupils withdrawing from elementary schools. Table 29 analyzes the data for 1926-27 by grades.

TABLE 28.—*Number and percentage of pupils withdrawing from elementary grades*

School year	March annual enrolment	March monthly enrolment	Loss	Per cent of loss
1922-23	1,069,148	906,734	162,414	15
1923-24	1,091,421	914,967	176,554	16
1924-25	1,080,619	908,579	172,040	16
1925-26	1,053,799	887,637	166,162	16
1926-27	1,013,033	878,420	134,613	13

TABLE 29.—*Percentage of pupils who dropped out of school in each of the elementary grades for the school year 1926-27*

Grade	Percentage of pupils dropped	Grade	Percentage of pupils dropped
I	14.04	VI	11.13
II	12.55	VII	10.53
III	13.23		
IV	14.18	All grades	13.29
V	14.06		

Withdrawals from the secondary years are indicated in Table 30. Comparing the data in this table with similar data for the preceding year there is indicated a similar improvement in the

TABLE 30.—*Secondary students withdrawing during the school year 1926–27*

Year	March annual enrolment	March monthly enrolment	Number withdrawing	Percentage withdrawing
First.....	23,775	20,574	3,201	13.46
Second.....	16,257	14,762	1,495	9.20
Third.....	11,147	10,102	1,045	9.37
Fourth.....	8,028	7,560	468	5.83
Total.....	59,207	52,998	6,209	10.49

holding power of the secondary schools. For the school year 1925–26 the percentage of students withdrawing from school was as follows:

	Per cent
First year	16.49
Second year	11.50
Third year	9.99
Fourth year	5.29
Total	12.73

A willingness on the part of the general public to keep children in school throughout the year from grade one to the fourth year of high school must become more general if the schools are to be held accountable for the desired results.

Over-Age Pupils

The importance of enrolling in schools only children who are of normal school age has been mentioned before. It seems to be a waste of time to struggle with decidedly over-age children who drop out of school before they complete even the primary grades, who show little animation or interest in the affairs of the classroom, and who in many cases repeat a grade one or more times. For the last two years this Office has required that first preference be given to the admittance of normal-age children. However, the objective remains with us for even more decided emphasis because it has been only partially met in some divisions and in others not at all.

The division of Masbate made and reported an age-grade study for the school year 1927–28. Compared with the age-grade study reported in the Monroe Survey Report, this division has made some improvement in the first three grades where 49.26 per cent, 35.55 per cent, and 25.92 per cent, respectively,



MAKING READING INTERESTING

Dramatization of The Three Bears—Grade one, Barrio Training Department,
Naga, Camarines Sur



AUDIENCE READING

Second grade, Antipolo Elementary School, Rizal

of the pupils are of normal age or are under age for the grade as compared with 46.41 per cent, 33.21 per cent, and 28.74 per cent reported in the survey. It is believed advisable that every division make a thorough study of the age-grade situation in 1928 in order that the conditions obtaining may be more clearly revealed.

Size of Classes

Table 31 gives a summary of the size of classes in primary, intermediate, and secondary schools. When a teacher has such large classes, particularly in the primary grades where so many problems confront the teacher and the pupil in learning a language not common to the home, her time is so divided that little of the individual attention so essential for improvement can be given to pupils.

TABLE 31.—*Size of classes in primary, intermediate, and secondary years in September, 1927*

Grade or year	Percentage of classes with an enrolment of—			Median size of classes
	5-29	30-49	50-69	
Grade I.....	24	38	38	43
Grade II.....	54	26	20	28
Grade III.....	52	28	20	29
Grade IV.....	54	30	16	28
Total primary.....	44	31	25	33
Grade V.....	14	57	29	46
Grade VI.....	17	62	21	44
Grade VII.....	19	65	16	41
Total intermediate.....	16	60	24	44
First year.....	8	89	3	42
Second year.....	10	88	2	41
Third year.....	9	90	1	42
Fourth year.....	11	87	2	41
Total secondary.....	9	89	2	41
Grand total.....	38	39	23	37

This table shows that half of the classes from grade five to the fourth year have an enrolment of 41 or more each. On the other hand, the median sizes of classes in grades two, three, and four are 28, 29, and 28 respectively. However, in many schools teachers are assigned to combinations of grades one and two and grades three and four; in view of this fact the median number of pupils per teacher is really much greater. In intermediate and secondary schools it has been the practice to enlarge classes rather than employ the additional teachers necessary. As a result, nearly one-fourth of all classes have an enrolment of more

than fifty pupils, although the *Service Manual* prescribes a maximum enrolment of 48 pupils in any intermediate class or in a secondary class above the first year.

Promotions

The percentage of promotions is, to a certain degree, an index of the efficiency of instruction. In 1927, promotions in the secondary years, as indicated in Table 32, registered a slight increase over the previous year, while those for the elementary grades remained at the same high level, as indicated in Table 33.

TABLE 32.—*Comparative elementary enrolment, promotions, and percentage of promotions for five years*

School year	Number of pupils promoted	March monthly enrolment	Percentage of pupils promoted
1922-23	634,325	906,734	70
1923-24	663,849	914,967	73
1924-25	686,400	908,579	76
1925-26	723,932	887,637	82
1926-27	^a 722,587	878,420	82

^a Subject to change as soon as correct figures from Mindoro are received.

TABLE 33.—*Promotions of secondary students*

School year	Students promoted	March monthly enrolment	Percentage promoted based on March monthly enrolment
1922-23	21,862	29,674	74
1923-24	28,552	37,091	77
1924-25	33,490	45,009	74
1925-26	39,655	48,133	82
1926-27	43,737	52,998	83

As in previous years, promotions were made during the school year. This occurred in all but three divisions. The mid-year promotions ranged from .07 per cent of the March monthly enrolment to 18.97 per cent. The division of Marinduque has for a number of years given consistent attention to mid-year promotion so that many of the pupils of its 18.97 per cent promotion had really spent a complete year in the grade. Marinduque and Manila were given permission during 1926 to promote pupils at the end of the first semester from grade seven to the first year of high school. This year another division was granted this permission, with the understanding that the pupils so promoted would be given but two secondary subjects, with a double period, or eighty minutes of recitation,

daily for each, thus permitting such pupils to complete two units of work. This will leave fourteen units of work to be completed, which can probably be easily accomplished in three more years. It is expected that a greater number of divisions will take advantage of this arrangement in 1928 inasmuch as this need is becoming felt more and more as intermediate schools grow in size and number. Enrichment of the seventh-grade program, particularly for the very young pupils, would perhaps be more desirable, but this is a problem difficult to administer because many classroom teachers are not sufficiently interested to furnish extra work for the best pupils. The result is that few pupils in grade seven do more than the minimum.

This raises the problem of enrichment and adaptation of subject matter to the various ability groups, which remains an objective for greater emphasis. A beginning has been made in this. To be sure, differentiation does exist in classes on the elementary level, but too often all pupils are kept moving in the same narrow groove.

Changes in Personnel

Efficiency of instruction depends to a great extent upon the ability of the teacher and the supervisor. An efficient corps of teachers can be built up only when adequate salaries are paid. When the average salary of municipal teachers is only ₱50.85, a highly efficient teaching staff can not be retained. The financial situation and the salaries of teachers were discussed in Chapter I; these facts are mentioned here in order to explain more fully the rapid replacement of teachers as shown in Table 34. The turnover of teachers was 20.54 per cent as compared

TABLE 34.—*Teacher replacement during the years 1926 and 1927*
(August data)

Classification	In Service		Separated		Percentage of replacement	
	1926	1927	1926	1927	1926	1927
Insular.....	1,607	1,659	265	193	16.48	11.63
Provincial.....	768	840	180	232	23.53	27.62
Municipal.....	22,512	22,767	5,321	4,764	23.64	20.93
Total.....	24,887	25,266	5,766	5,189	23.17	20.54

with 23.64 per cent for the previous year, an encouraging improvement but far from ideal. The medium number of years that teachers remain in the service is indicated in Table 35. This median is 3.99 years, slightly better than the median of 3.95

TABLE 35.—*Teaching experience of Filipino classroom teachers (including principals) on August 1, 1927*

Experience in years	Elementary	Secondary	Total	Percentage
Less than one year.....	3,786	195	3,981	16.92
One year.....	2,884	167	3,051	12.97
Two years.....	2,322	124	2,446	10.40
Three years.....	2,176	141	2,317	9.85
Four years.....	1,796	100	1,896	8.06
Five years.....	1,466	71	1,537	6.53
Six years.....	1,555	92	1,647	7.00
Seven years.....	1,274	63	1,337	5.68
Eight years.....	1,091	31	1,122	4.77
Nine years.....	814	39	853	3.63
Ten years.....	648	31	679	2.89
Eleven to 15 years.....	1,784	78	1,862	7.91
Over 15 years.....	744	53	797	3.39
Total.....	22,340	1,185	23,525	100.00
Median in years.....	4.00	3.75	3.99	

years in 1925 but less than the 4.04 years of 1926. The fact that it is so low is accounted for in the data shown in Table 34.

The Supervisor's Burden

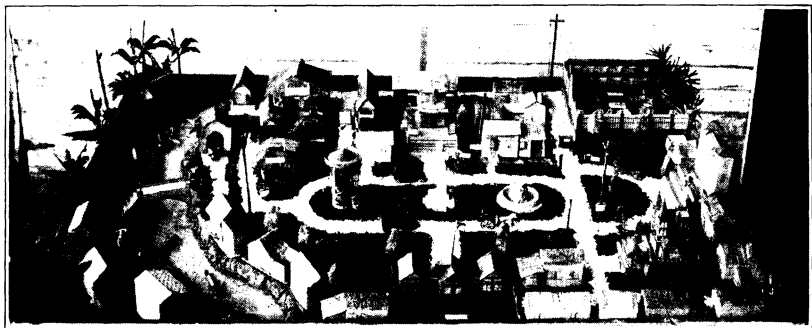
When 16.92 per cent of the teaching force each year is made up of inexperienced teachers, the task of the supervising teacher becomes exceedingly difficult since, as can be seen in Table 36, the number of teachers for each supervisory district is 52. With so many teachers to assist it becomes even more essential to establish higher standards for those who may be appointed to these extremely responsible positions, and it becomes more and more evident also that this office must demand a higher

TABLE 36.—*The number of teachers and the number of pupils per supervising teacher*

Year	September monthly elementary enrolment	Number of elementary teachers	Number of supervising teachers	Number per supervising teacher	
				Pupils	Teachers
1922.....	1,008,042	23,355	495	2,036	47
1923.....	1,033,521	24,249	485	2,131	50
1924.....	1,023,550	24,745	501	2,042	49
1925.....	1,007,208	23,648	500	2,014	47
1926.....	970,179	23,320	462	2,100	50
1927 ^a	1,009,496	23,839	457	2,209	52

^a Batanes figures for July, 1927, are used. The figures for the municipality of Dumaran, Palawan, for last year are used.

quality of actual classroom supervision from its supervisory force. Unfortunately, too many supervisors feel that their sole function is to see that the schools and classes carry on some-



BUILDING A SMALL TOWN AS A CONVERSATIONAL ENGLISH PROJECT
Grade two, San Nicolas Primary School, Manila



DEVELOPING THE VOCABULARY OF THE HOME AND THE FARM
A sand-table project in language, Laoag Normal School Training Department

how, delegating supervisory responsibility to the principal or to others and then devoting much of their working day to duties outside of the classroom. A major objective for the approaching school year should be to expect more classroom help from those in charge of supervision.

That more travel funds are needed to permit supervisors to get about their districts more often and with greater dispatch is obvious to all who are in touch with the situation.

Use of The Library

Throughout the Islands there has been a greater effort to enlarge school and professional libraries and to encourage their use. Near the close of the year, twenty-seven librarians met in Manila for a short library training course. It was hoped that as a result of this training course, librarians would more nearly visualize the possibilities of the school library.

Equipment

For some time it has been observed that the science courses in secondary schools were much handicapped because of a lamentable lack of apparatus and supplies for laboratory and demonstration use. In fact the laboratory equipment in the majority of secondary schools has not kept pace by any means with the growth of these schools in other directions. This is not true, however, of all divisions, and one, Batangas, has made splendid progress in building up ideal laboratories. In order to provide a standard of essential laboratory equipment, the General Office has prepared, with the assistance of a large number of superior science teachers, lists of minimum essentials for general-science, biology, and physics laboratories. Schools have been requested to check their equipment and supplies with these lists and submit the requisitions necessary to bring their laboratories up to standard.

In order to provide the classroom aids, so essential to efficient instruction, the field has been provided, in addition to the regular text, with (1) rulers for the teaching of measurement concepts in the lower primary grades, (2) dictionaries for individual use in grade four, (3) manuals for use in connection with the sixth-grade and seventh-grade language texts, (4) perception strips to improve the quality of writing, (5) a greater supply of globes and maps, particularly maps of the Philippine Islands, and (6) tag board and bristol board for first-grade teachers for seat work in reading, language, and arithmetic.

Establishing Definite Requirements

Minimum requirements have been established for some years in the primary and intermediate grades. However, portions of these requirements are still rather indefinite and need revision. Minimum requirements somewhat different from those of the regular elementary schools have been established for the settlement farm schools (most of which are on the primary level) inasmuch as the latter have a shorter academic day than the regular schools. During the year a start was made in setting up definite requirements in secondary subjects, particularly in composition and to a certain extent in literature. This change is discussed in Chapter IV, "Revising Curricula." It is also highly important that more definite requirements be provided for other secondary subjects.

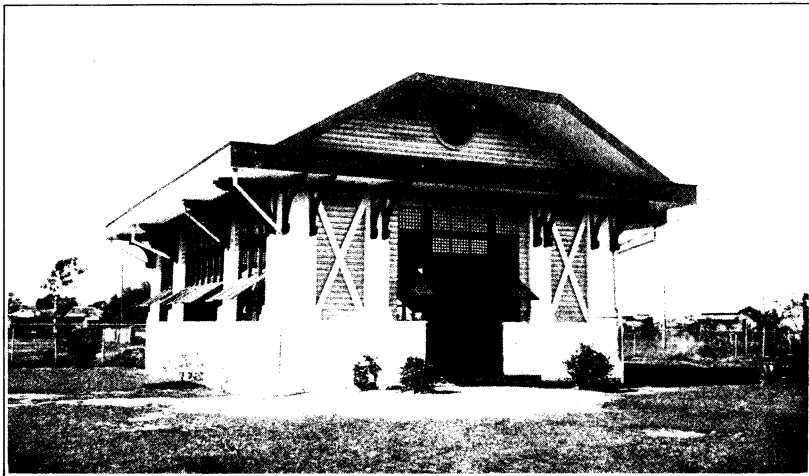
Rating Systems

The grading of composition has always been more or less unsatisfactory because of the wide divergence in opinions of teachers. In connection with the new English composition course, in which secondary students are held accountable for certain very definite habits of good usage and spelling, it has been possible to outline a procedure of composition grading whereby the rating is objective. Fifty per cent of the grade on a theme is based upon mechanics or upon definite material which the class has been drilled upon; and twenty-five per cent of the remaining fifty per cent is based upon organization, which although not entirely so, is objective to some extent, as deductions are made only after certain items of theme drill have been violated. A premium is placed upon a pupil's correction of indicated errors so that a final composition grade is not entered until the pupil has rewritten the theme and the teacher has again corrected it.

The use of the five-point and the cumulative grading plans, used experimentally for two years previous, has been authorized for more general use. Thirteen divisions have reported that they have been using one or the other of the plans, and no doubt even more are using it although they have not so reported.

Methods

There have been no radical changes in the methods of instruction other than the constant modification of methods which normally takes place through educational progress and the results of experimental research. One important method which has been introduced, particularly in secondary English classes, is



A NEW TYPE OF CARPENTRY SHOP

Legarda Elementary School, Manila



INSTRUCTION TO IMPROVE THE HOME

Making bamboo chairs at the Cuenca Elementary School, Batangas

the group method. It is planned to develop this method further during the succeeding year and introduce it into the intermediate grades as well. Considerable improvement in elementary geography and history classes has resulted from a more general use of the *problem* in class work. This procedure will be emphasized more fully in future institutes.

Vocational Instruction

Several factors have contributed to a remarkable increase in efficiency of instruction in the vocational courses. During the last long vacation, conferences of industrial supervisors were held in which the objectives and the plans for the following year in this phase of school work were mapped out and discussed. Among the factors which helped improve the work are the increased interest on the part of supervisors, officials, and teachers; better financial provisions for buildings and equipment; and provision of a larger number of books and publications for school and professional libraries. A greater amount of supervision of agricultural and trade courses and the assignment of special supervisors for these courses have also contributed to a greater appreciation of the objectives. In practically all of the divisions, there was a marked increase in the number of buildings devoted to shop work.

In the elementary trade schools, less attention is being given to the old formal type of woodworking exercises and more attention is given to work which involves shop and home skills, such as soldering, sheetmetal work, furniture repairing, printing, painting, and other projects more or less related to the interest level of intermediate pupils and to their home and community life. In these schools, the courses are based more upon the development of projects than in preparation for trades. The pupil prepares a sketch or a drawing of his project; makes his bill of material; uses the carpenter's bench, the small anvil, or the soldering can; and, in most cases, when he has finished the article, he has acquired not only a certain amount of familiarity with these manipulative tasks, but has also solved several problems which have been involved in the completion of the project.

It is believed that the instruction is deficient if a pupil can make an elaborate taboret or an intricate shelf but has not mastered the principles of simple home tasks: the putting of a rattan bottom in a chair, the adjustment of the kitchen faucet, the setting up of an electric-bell system, etc.

In the agricultural schools, the project idea has also been emphasized not only in the field work, but also in some of the

laboratory subjects. In the entomology classes, the laboratory work is assigned more on a project basis than on a procedure which has as its purpose the mere accumulation of specimens. In one of the farm schools, some students have worked out a complete life history of one of the insect pests that infest the community. Others have taken certain genera and have endeavored to have as a project the enumeration of this particular form of life in that community, separating the harmful ones from those which are not pests.

In the larger trade schools, the work is changing from the departmental system to the project and job system, which, after all, is productive of better results educationally, although the financial returns to the school may be smaller.

The work of the traveling teachers has also been improved and definite information has been given them as to their respective duties, which are clearly instructional and not supervisory.

Home Economics

Progress this year in the elementary grades in all home-economics subjects has been very noticeable. This is due in large measure to (1) the conference of all home-economics supervisors in April; (2) appointment of additional supervisors; (3) administration of the standardized achievement test; (4) better organization of home-economics classes during normal institutes; (5) better standardization of equipment; (6) the obtaining of additional equipment in the General Office to carry on home-economics activities; (7) addition of two trained officials to the home-economics personnel of the General Office.

The outstanding event of the year in this work was the three-weeks' conference of home-economics supervisors held in the General Office. Twenty supervisors from as many provinces attended and practically every division that does not yet have a supervisor for this work sent in one or two of its leading home-economics teachers, making a total attendance of 80 supervisors and teachers. This was the first conference of its kind held in the Philippine Islands, and it resulted in developing in these supervisors an *esprit de corps*, an appreciation for their work, and an attitude toward their work which has improved instruction in every respect.

One noticeable and important improvement directly resulting from the conference has been the instruction given to home-economics teachers at normal institutes and in sectional insti-

tutes, which has been much superior to that given in any former year. In some institutes, excellent model classes have been conducted. These, with well-planned conferences, gave the teachers much inspiration and new material which they have carried directly to their classrooms.

A considerable part of the conference was devoted to problems of promoting health among the school-girls—particularly those matters of health concerned with nutrition. Closer coöperation has been planned and carried out between home-economics teachers and garden teachers than during the previous year in order to teach girls the nutritive value of the vegetables of the school garden, and the best ways of preparing and serving them, as well as to interest the boys in their crops from a good-health standpoint. Furthermore, an effort has been made in classes in nutrition to make this work fit into the general health-education program of the school. In addition to this, at institutes and during the year special attention has been given, in food-selection classes, to the necessity in the diet for mineral-carrying and vitamin-carrying foods, particularly foods containing vitamin B—because lack of vitamin B causes beriberi. Girls have learned the fundamental principles of planning a simple diet and, in many schools, have devised and kept score cards of their health habits.

In sewing classes, increased attention has been given to the selection of proper material and the proper cutting and making of garments: for example, the making of garments for a child or the making of clothing appropriate for schoolgirls, etc.

The addition to the General Office personnel of an extra assistant and the purchase of a perforating machine have helped in producing a much greater number of sewing and embroidery patterns and designs. During the year, over 115,000 sheets have been distributed, an increase of about 60,000 over the production of last year. But even with the added equipment, there yet remain on requisition over 17,000 pieces to be supplied with the 1928 requisitions.

Home-Economics Supervisors Needed

The need for specially trained home-economics supervisors is unusually acute because much work needs to be done in experimentation, organization, and proper placement of teaching material in order to raise the standards in this phase of school work to the level of those in other courses. Three new division supervisors of home economics have been appointed during the

year. Twenty-two divisions now have such supervisors, practically all of whom are trained for this work.

Variety of Secondary Courses

The variety of courses offered in the secondary schools was further increased, as shown in Table 37, so as to meet the needs of the individual student in so far as possible.

TABLE 37.—*Secondary courses offered*

	Number	
	1926	1927
Length of courses:		
Complete four-year courses.....	68	75
Three-year courses.....	12	14
Two-year courses.....	19	14
One-year course.....	8	10
Combinations of courses:		
General course only.....	43	44
Agricultural course only.....	17	17
Trade course only.....	16	19
Normal course only.....	9	8
Nautical course only.....	1	1
Commercial course only.....	1	1
Home-economics course only.....	1	1
General and normal courses.....	4	4
General and home-economics courses.....	7	6
Normal, home-economics, and trade courses.....	1	1
Home-economics and trade courses.....	1	1
General, normal, and home-economics courses.....	2	3
Home-economics and agricultural courses.....	2	5
General, normal, home-economics, and commercial courses.....	1	1
Home-economics and normal courses.....		1

Measuring the Results of Instruction

The Measurement and Research Department of the Bureau was able to pursue during the year ending December 31, 1927, the following program of activities:

(1) Completing the last lap of the cross-section testing program of central, academic, and normal schools inaugurated in September, 1925.

(2) Developing, with the assistance and guidance of the General Office home-economics supervisory staff, the final form of Test 1—Food Selection and Diet, Philippine Educational Achievement Tests, Series F, Home Economics, and administering the test to thirty divisions.

(3) Administering the Stenquist Mechanical Aptitude Test 1 to the Philippine School of Arts and Trades and eight provincial trade schools.

(4) Conducting the vocational-rural survey with the Philippine Educational Achievement Tests, Series A, B, and C.

(5) Developing final alternate forms of the Philippine Educational Achievement Tests, Series A, B, and C.



STUDYING FARM WORK

A language project in threshing and winnowing rice in grade three,
Tagig Elementary School, Rizal



LEARNING TO MAKE THEIR OWN DRESSES

A class in plain sewing, Lipa Elementary School, Batangas

(6) Developing in preliminary form (a) silent reading exercises for the measurement of speed and comprehension, (b) semestral tests for secondary subjects, (c) normal-course tests, (d) general-science tests, and (e) sewing tests.

(7) Training teachers and supervisors in the preparation, standardization, and interpretation of tests and measurements, local and insular, for the improvement of instruction, supervision, and administration.

(8) Assisting in the direction and supervision of experimental studies on various phases of secondary and elementary instruction.

Cross-Section Testing Program Completed

Only six provinces (Batanes, Cotabato, Lanao, Palawan, Surigao, and Zamboanga) were not reached by the close of 1926 in the Bureau's cross-section testing program of central, academic high, and normal schools, which was inaugurated in September, 1925. This last lap of this survey was covered in the January—March period, 1927. The lower medians made as compared with the medians for the same testing period of 1926 may be explained by the preponderance of the bigger divisions in the 1926 testing program for the same months and by the consequent effects of better selection of classes tested as well as the superior facilities for supervision. (Figs. VI, VII, and VIII.

Mechanical Aptitude Tested

The Stenquist Mechanical Aptitude Test 1 was administered to all classes of the Philippine School of Arts and Trades and all secondary classes of eight provincial trade schools. The results of this test, as summarized in Figure IX, although not comparable with the results obtained in the United States, indicate the creditable work our trade-school classes are doing. If mechanical or motor intelligence is considered as ceasing to increase or grow at the age of 15 years and 6 months, then the standards reached by our trade-school classes exceed the standards set by the author of the test, for at the age of 15 years and 6 months the median in (actual raw) scores in the United States is 46, which, according to the above figure, is exceeded in at least the third and the fourth year of the Philippine trade course.

Home-Economics Survey

In the further promotion of educational measurement, all the seventh-grade girls in thirty divisions were given the Philip-

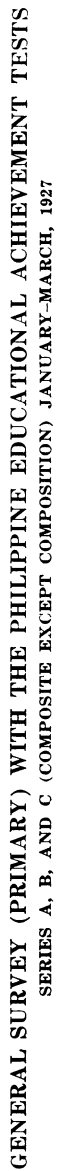
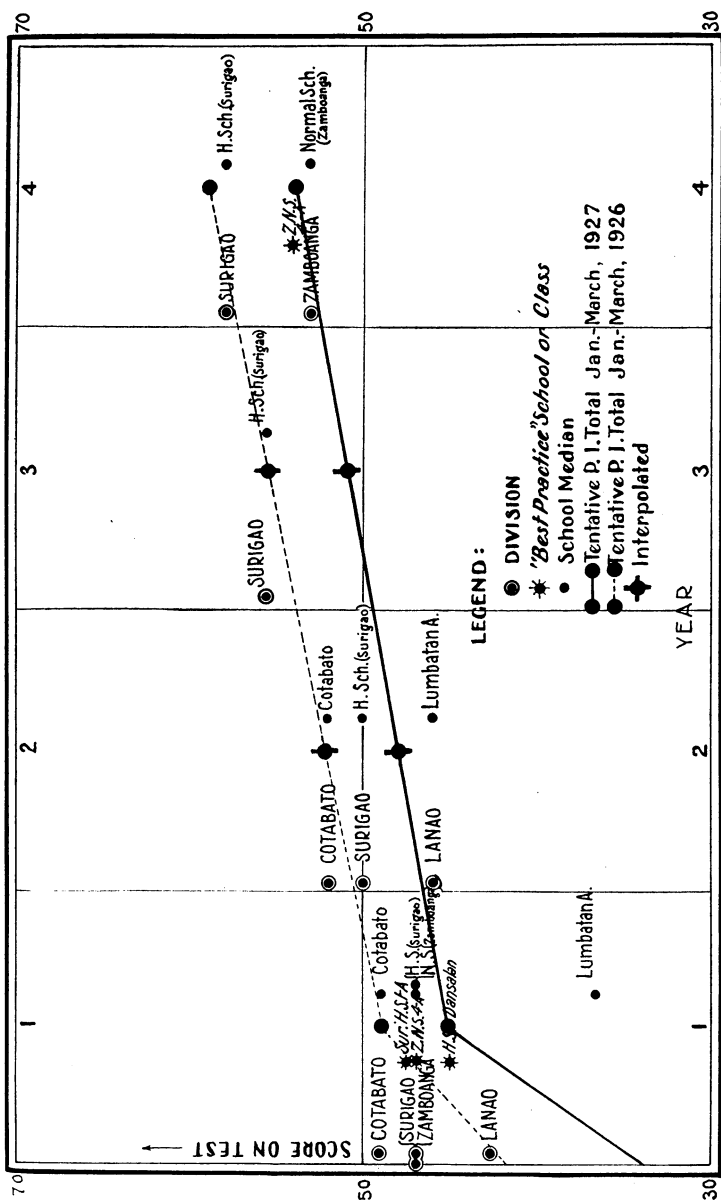
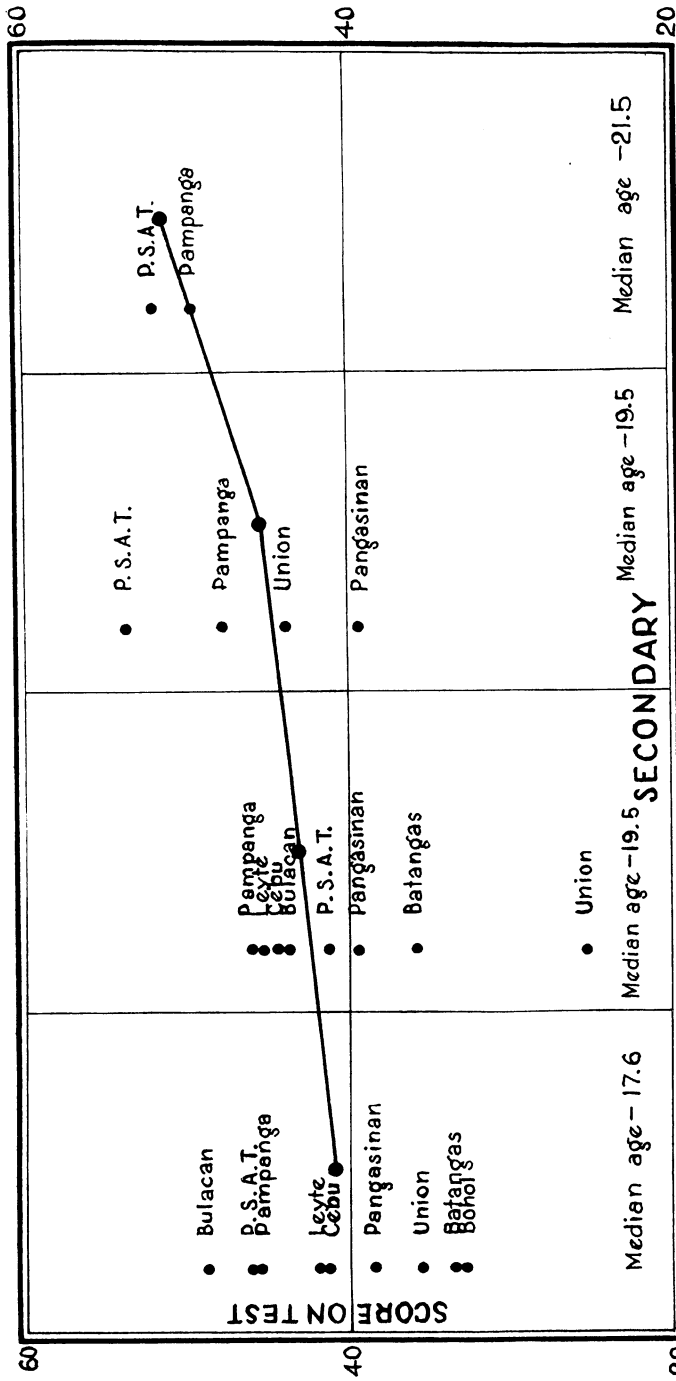
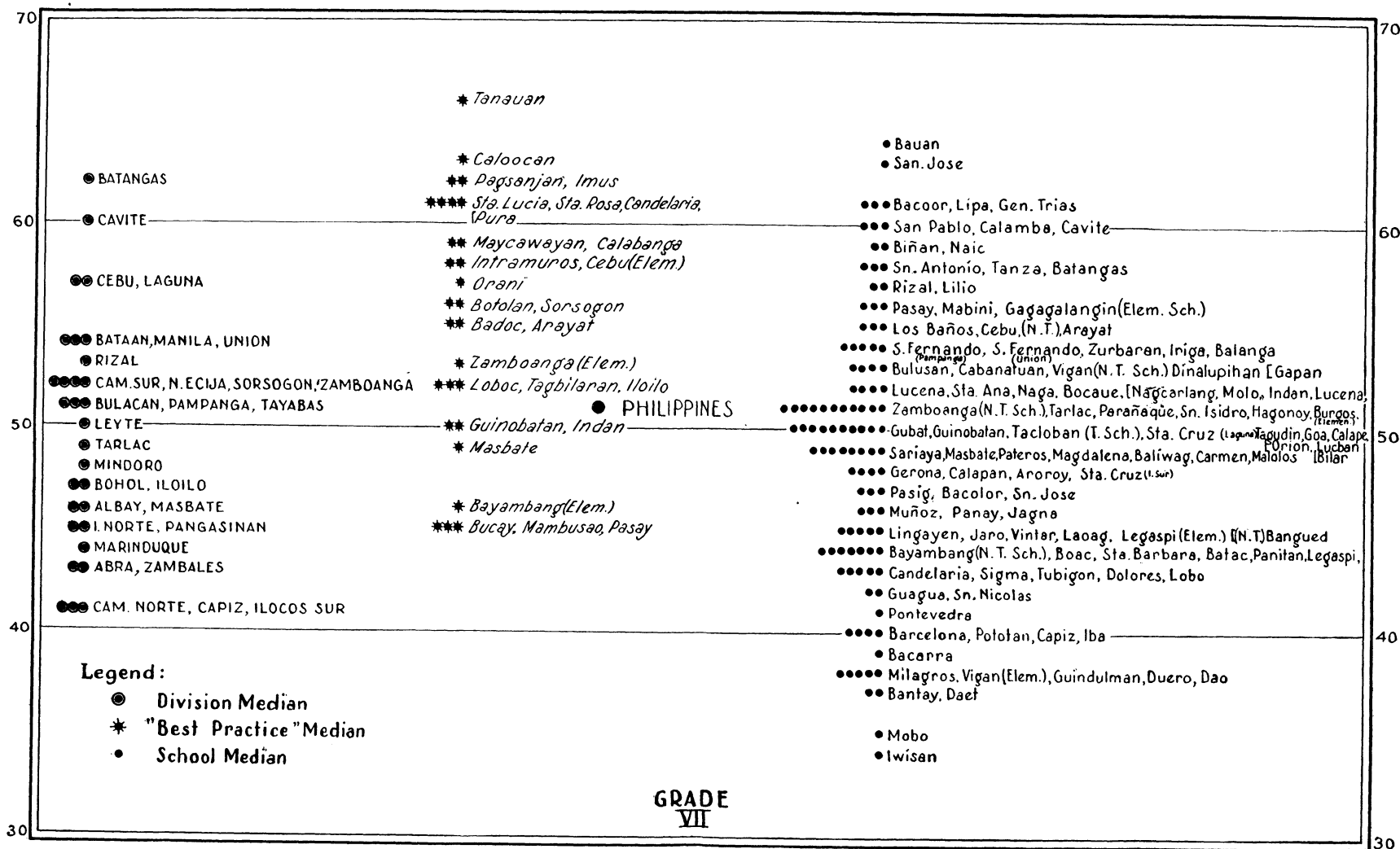


Fig. VI





NUMBER OF CASES AND GRADE MEDIAN, STENQUIST MECHANICAL APTITUDE TEST I, ADMINISTERED TO TRADE SCHOOL CLASSES FEBRUARY-MARCH, 1927



NUMBER OF CASES AND GRADE MEDIANS, PHILIPPINE EDUCATIONAL ACHIEVEMENT TESTS

SERIES F, HOME ECONOMICS, TEST I—FOOD SELECTION AND DIET (MARCH, 1927)

Fig. X

pine Educational Achievement Tests, Series F, Test 1, Food Selection and Diet, in February and March, 1927. The results of this survey are presented in Figure X. Since the administration of this test there has been a general revival of interest in improving the quality of instruction in the various phases of home-economics teaching. A number of divisions have developed local tests and conducted their own home-economics testing programs, have sought better qualified home-economics teachers and supervisors, and have striven to improve facilities for home-economics teaching. It is proposed to conduct a home-economics survey every year in order to check up the progress made.

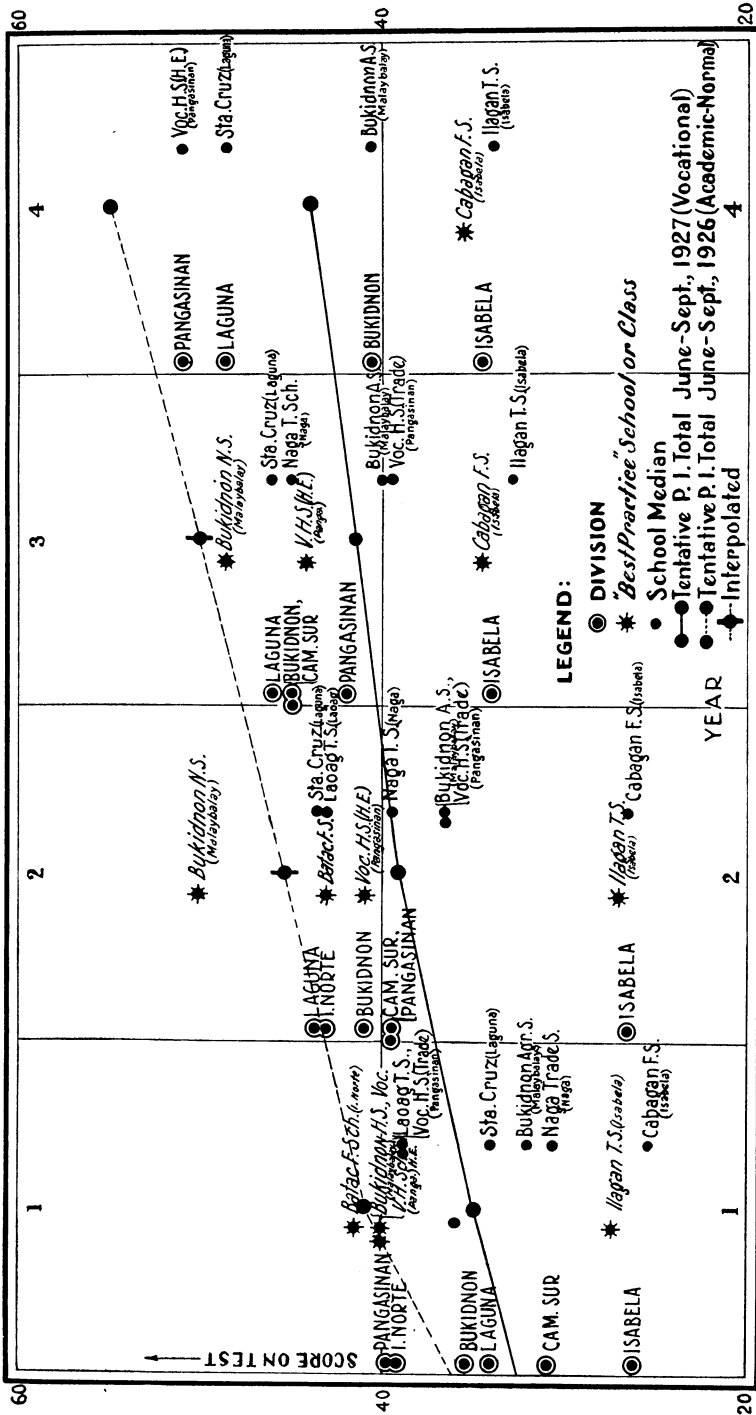
The Vocational Rural Survey

In anticipation of a need for the taking of an objective inventory of the results of vocational instruction before instituting any significant changes in the aims, content, and methods of the vocational training of the Filipino youth, the Bureau made an extensive survey of all accessible vocational schools not previously tested along with the cross-section testing program of barrio schools. The results of this survey, which was made with the Philippine Educational Achievement Tests, Series A, B, and C, are presented in Figures XI, XII, XIII, and XIV.

A comparison of the composite scores in arithmetic, reading, language, and dictation (spelling) between the academic-normal testing program of 1926 and the vocational survey of 1927 reveals a discrepancy in favor of the former. This is but to be expected, since our vocational schools have to devote a good deal of time to strictly vocational and field work in addition to the regular academic instruction. Any future revision in the academic curriculum of our vocational schools must take into account this additional load, as well as the somewhat different aptitude required in vocational training and the abilities and interest of students choosing vocational courses.

The Barrio-School Testing Program

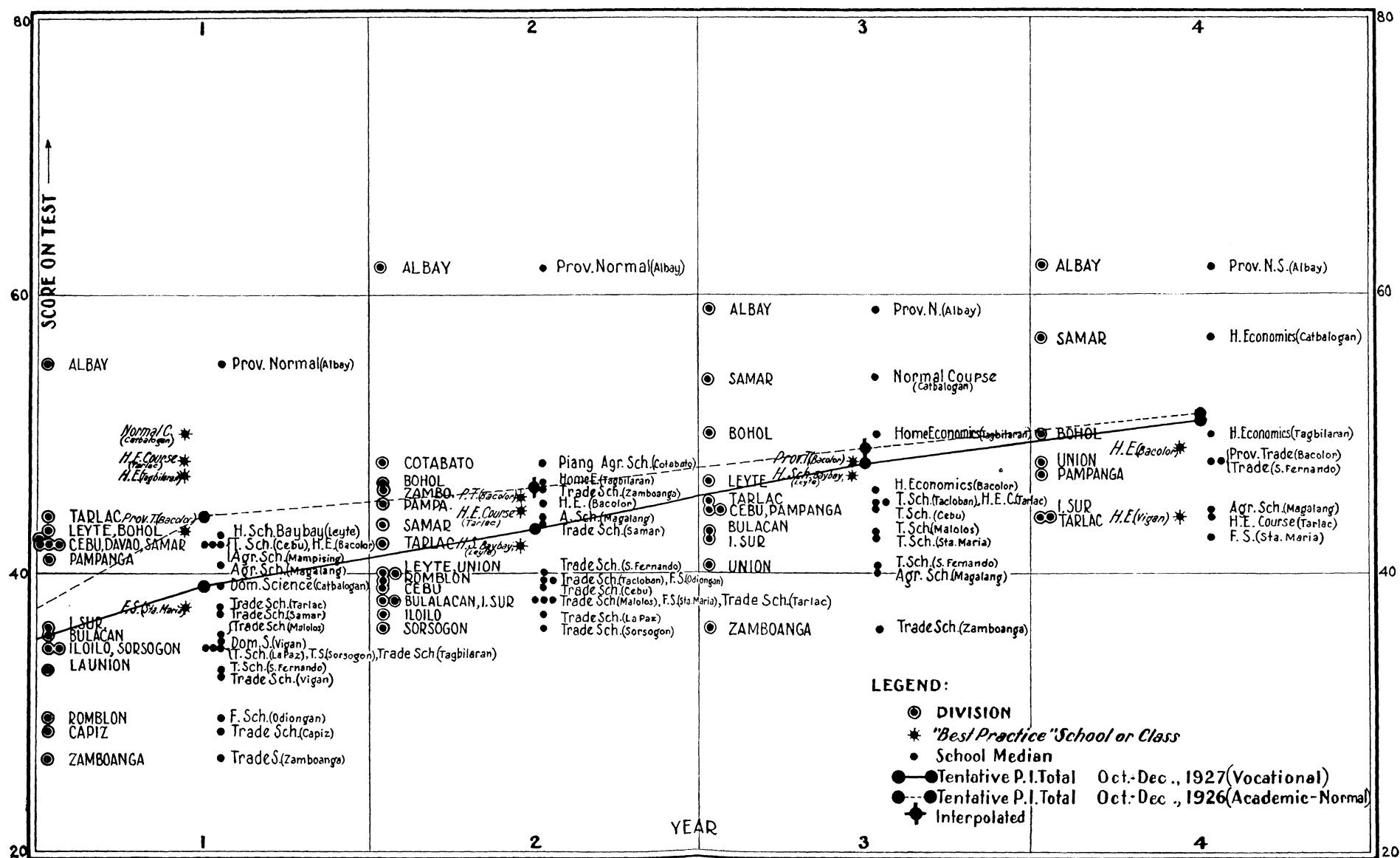
One of the major objectives of the year was the improvement of instruction and supervision in the barrio schools, the frontiers of our public education. Inasmuch as the barrio schools reach the largest number of children, and most of the children that enter the barrio schools do not go beyond the fourth grade, it was considered advisable to secure data on the extent to which the barrio-school children, as compared with children in central schools, have been profiting by the instruction



VOCATIONAL SURVEY (SECONDARY) WITH THE PHILIPPINE EDUCATIONAL ACHIEVEMENT TESTS

SERIES A, B, AND C (COMPOSITE EXCEPT COMPOSITION) JUNE-SEPTEMBER, 1927

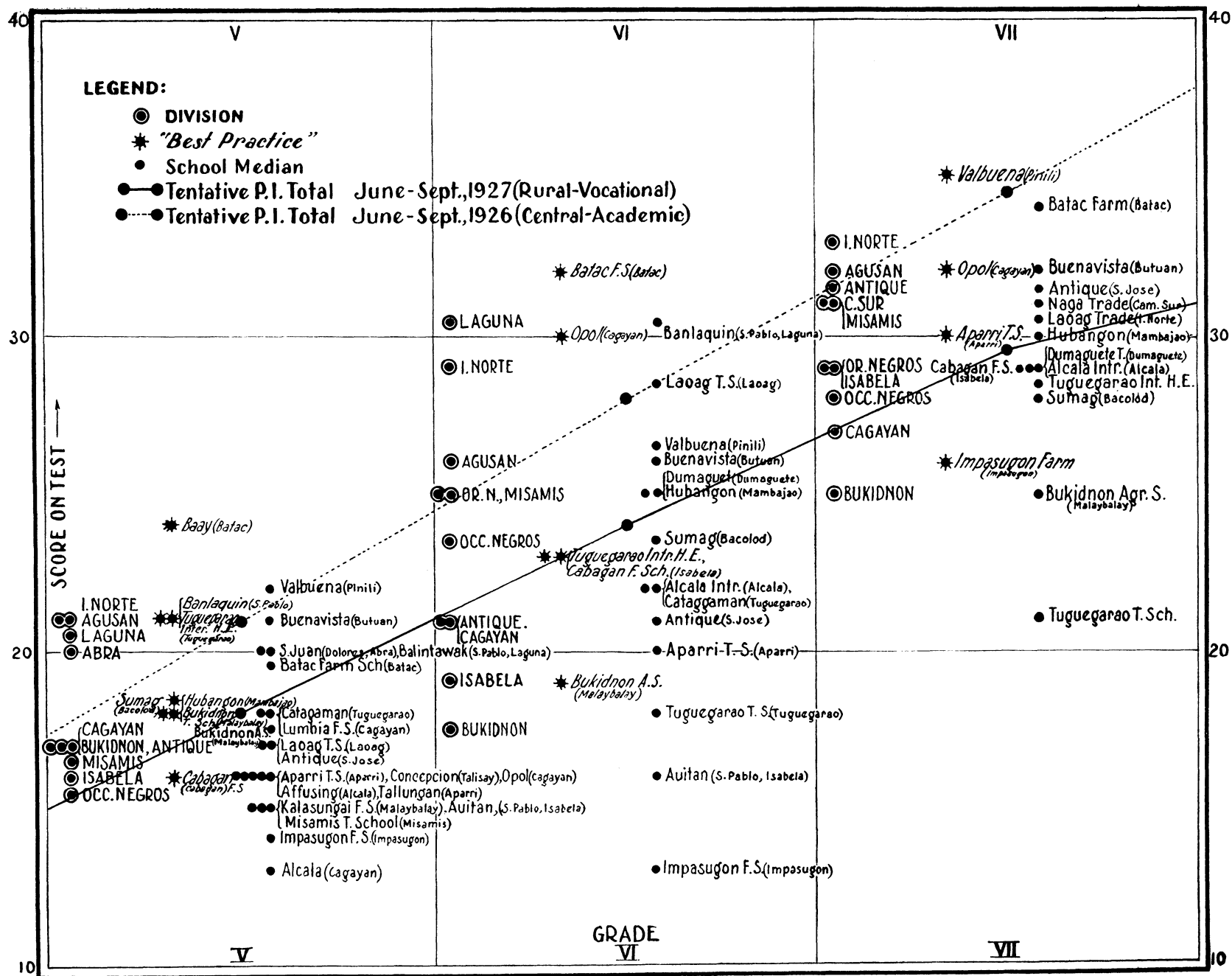
Fig. XI



VOCATIONAL SURVEY (SECONDARY) WITH THE PHILIPPINE EDUCATIONAL ACHIEVEMENT TESTS

SERIES A, B, AND C (COMPOSITE EXCEPT COMPOSITION) OCTOBER-DECEMBER, 1927

Fig. XII



RURAL-VOCATIONAL SURVEY (INTERMEDIATE) WITH THE PHILIPPINE EDUCATIONAL ACHIEVEMENT TESTS
 SERIES A, B, AND C (COMPOSITE EXCEPT COMPOSITION) JUNE-SEPTEMBER, 1927

Fig. XIII

given them. A comparative study is here presented on the results of the survey of barrio schools with the Philippine Educational Achievement Tests, Series A, B, and C, in 1927, and of the corresponding grades for the central schools for the corresponding testing period in 1926. The summaries on composite scores (combining all series except composition) are presented in Figures XIII to XVI, inclusive.

The comparative study of central and barrio schools gives conclusive tangible evidence of the urgent need for giving increased attention to the supervision and administration of our barrio schools. Although steps have already been taken to improve barrio-school instruction, much remains to be done so that barrio-school graduates will be equipped either to avail themselves of the opportunity to obtain a higher education or to meet the needs of life.

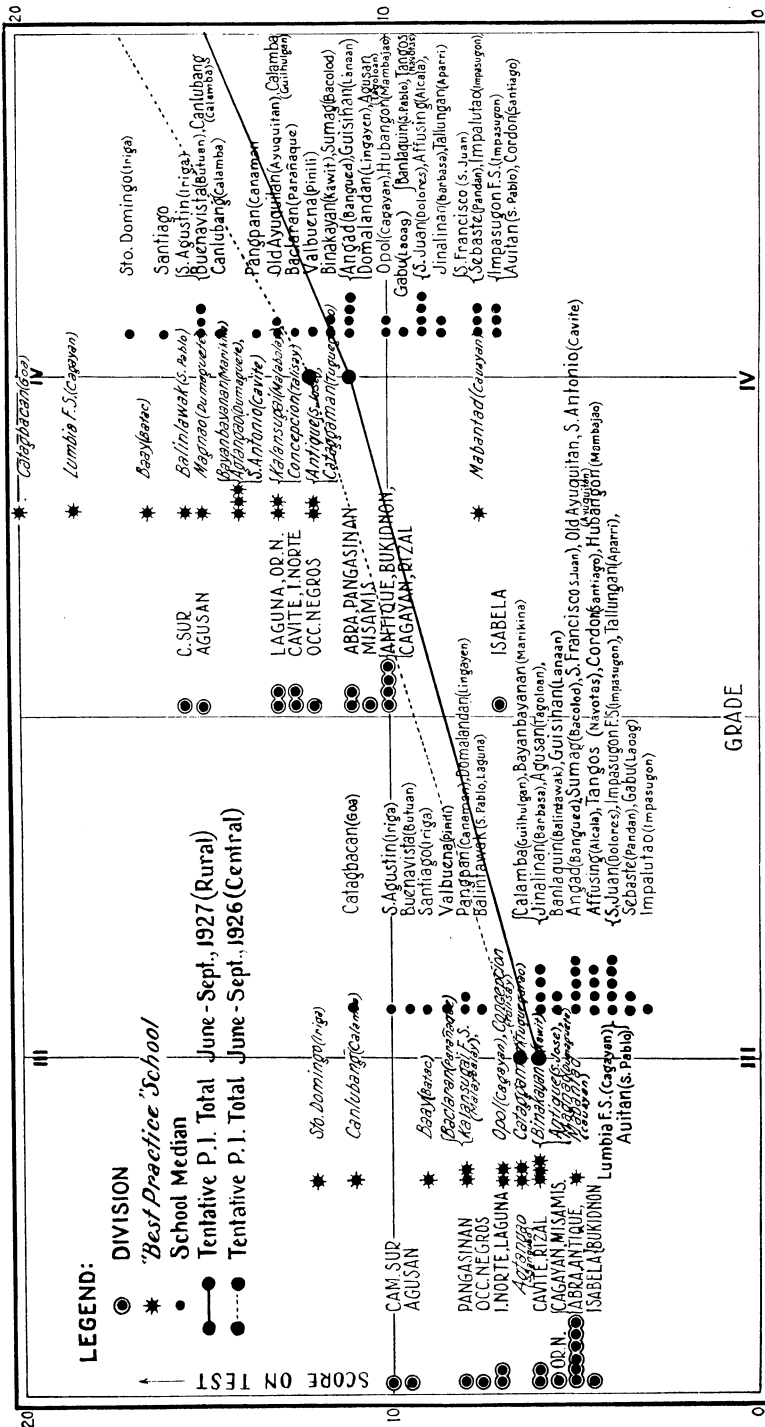
Student Mortality in Secondary Subjects

The Bureau has for some time regarded 75 per cent as the passing grade in secondary subjects. In order to determine the relative mortality in various subjects with this percentage as the basis, a comparative study of the percentage of students receiving averages of less than 75 in each of the secondary subjects of the general academic and vocational courses was undertaken in the school year 1926-27. The summarized results from all divisions and insular schools, except Davao, Ilocos Norte, Tayabas, Bulacan, the Philippine School of Arts and Trades, the Philippine Normal School, and the Philippine Nautical School, are presented in Figures XVII, XVIII, XIX, and XX for the first, second, third, and fourth year, respectively, of the secondary school.

It will be noted that mathematics and English seem to be the most difficult courses for the students. It is believed that the results of this study will be useful for consideration in any revision of the different secondary courses of study, in the selection of secondary textbooks, and in the placement of secondary teachers.

Secondary Semestral Tests Administered

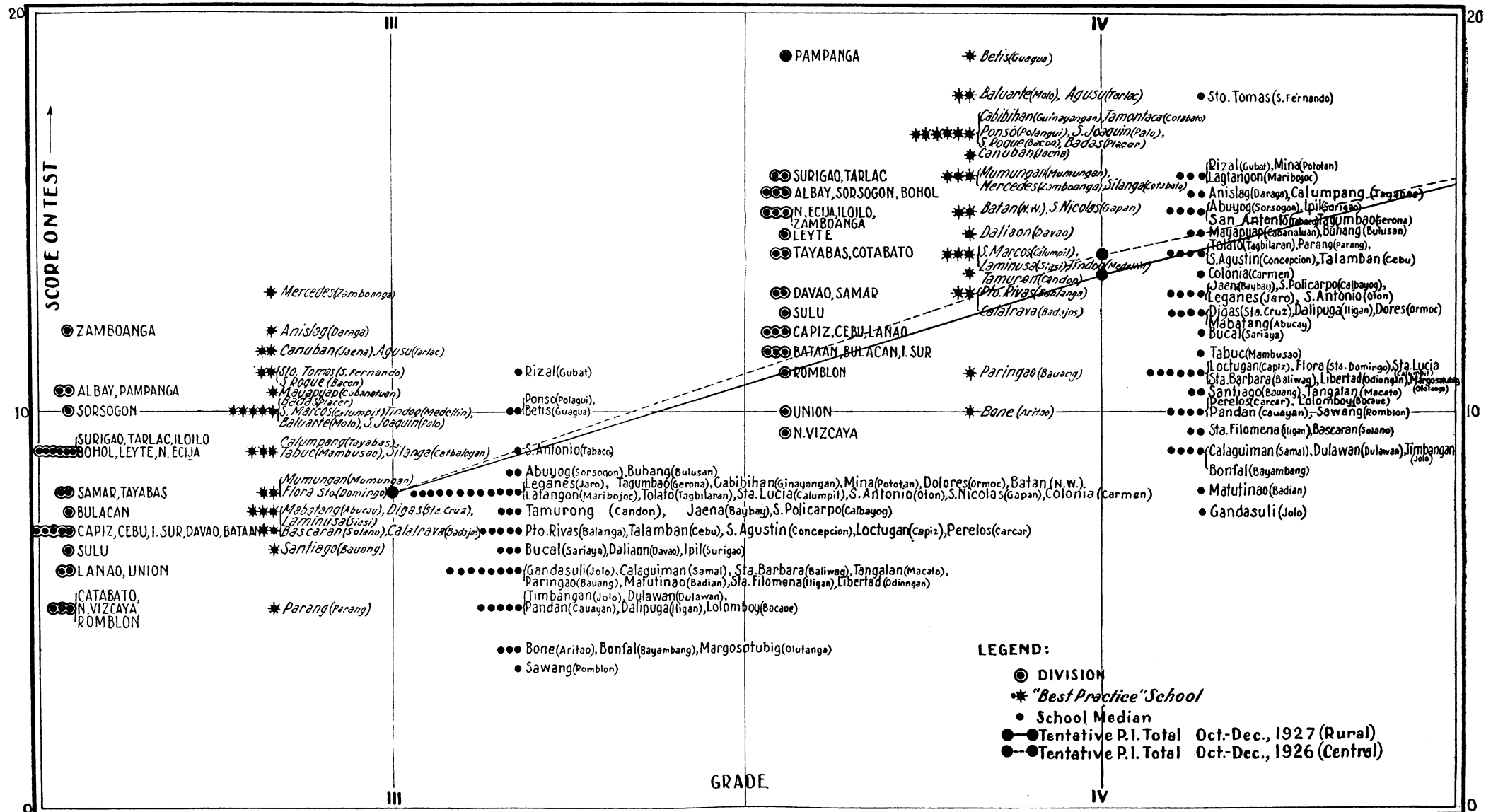
While the Bureau's cross-section testing program has included the secondary years of the curriculum, the tests used have been largely tests in the tools of knowledge rather than in the content of instruction. In order to check up the efficiency of instruction in secondary schools, the cross-section testing was



RURAL-VOCATIONAL SURVEY (INTERMEDIATE) WITH THE PHILIPPINE EDUCATIONAL ACHIEVEMENT TESTS

SERIES A, B, AND C (COMPOSITE EXCEPT COMPOSITION) JUNE-SEPTEMBER, 1927

Fig. XV



RURAL SURVEY (PRIMARY) WITH THE PHILIPPINE EDUCATIONAL ACHIEVEMENT TESTS

SERIES A, B, AND C (COMPOSITE EXCEPT COMPOSITION) OCTOBER-DECEMBER, 1927

Fig. XVI

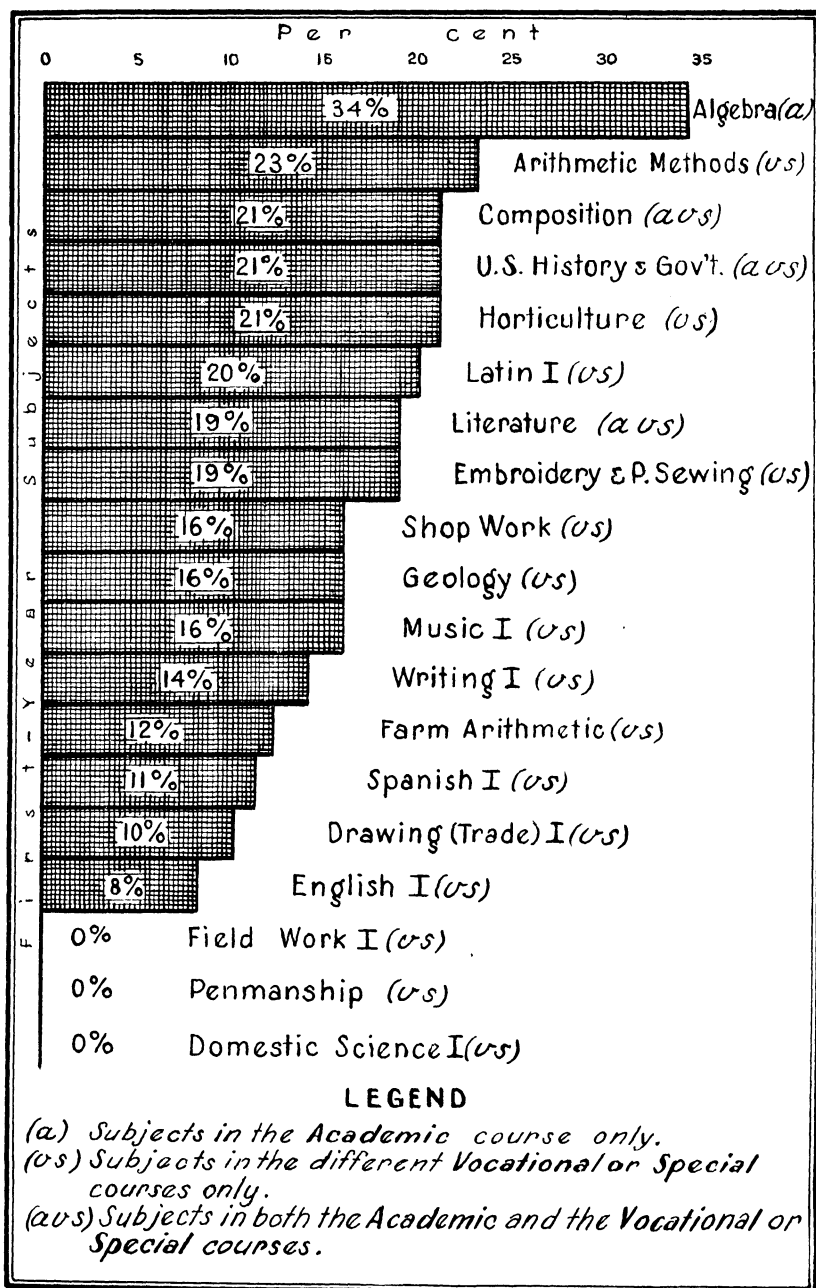


Fig. XVII.—Per cent of students receiving averages less than 75 in first-year subjects, Philippine secondary schools, 1926-1927.

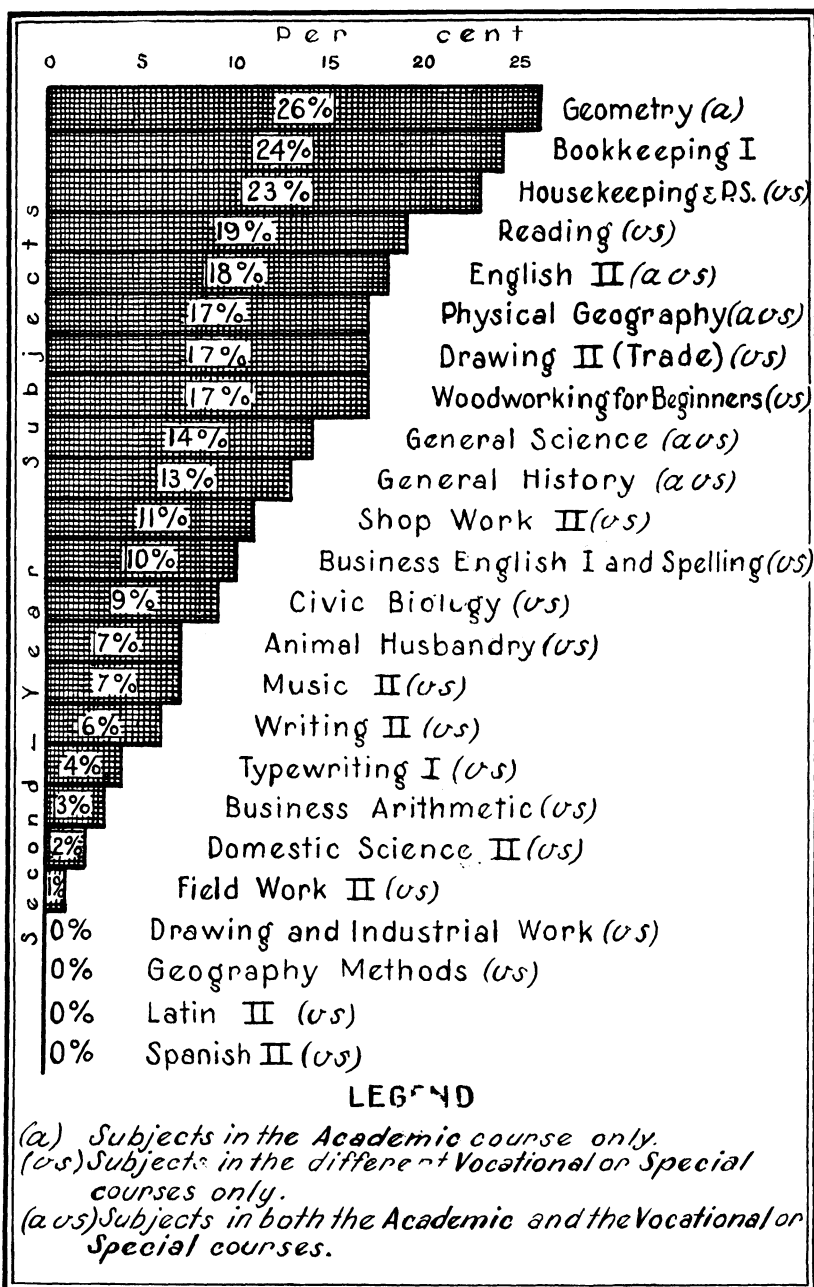
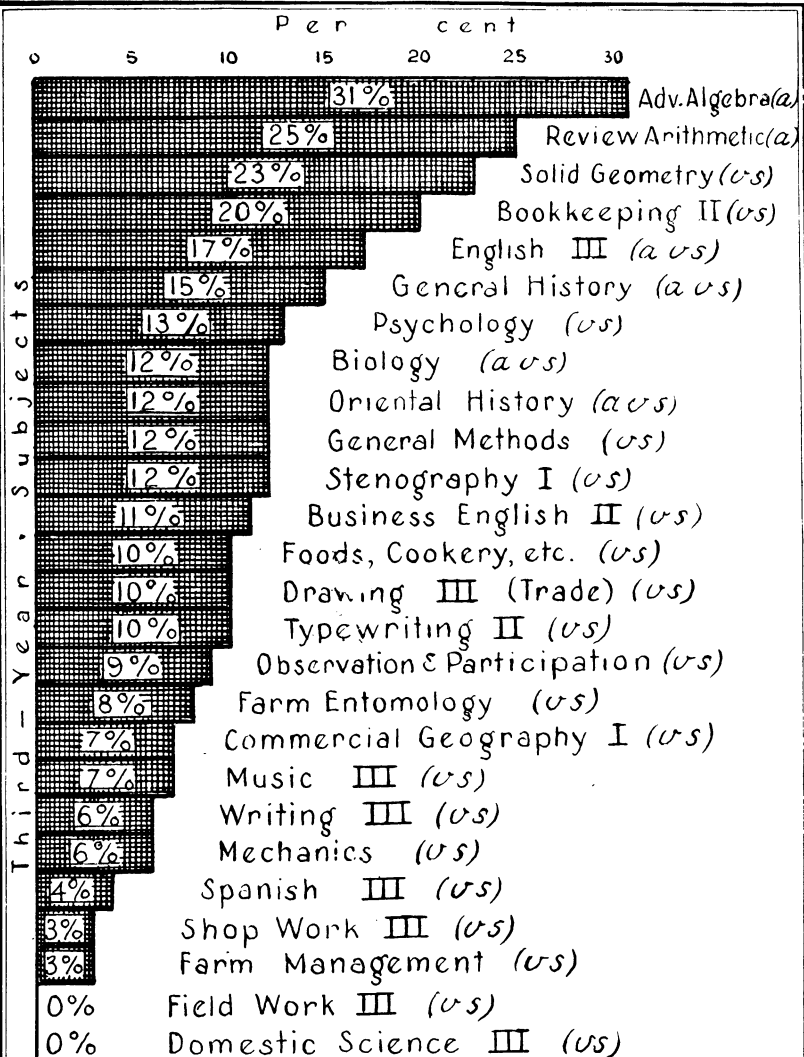


Fig. XVIII.—Per cent of students receiving averages less than 75 in second-year subjects, Philippine secondary schools 1926-1927.



LEGEND

(a) Subjects in the **Academic** course only.

(vs) Subjects in the different **Vocational or Special** courses only.

(a vs) Subjects in both the **Academic** and the **Vocational or Special** courses.

Fig. XIX.—Per cent of students receiving averages less than 75 in third-year subjects, Philippine secondary schools, 1926-1927.

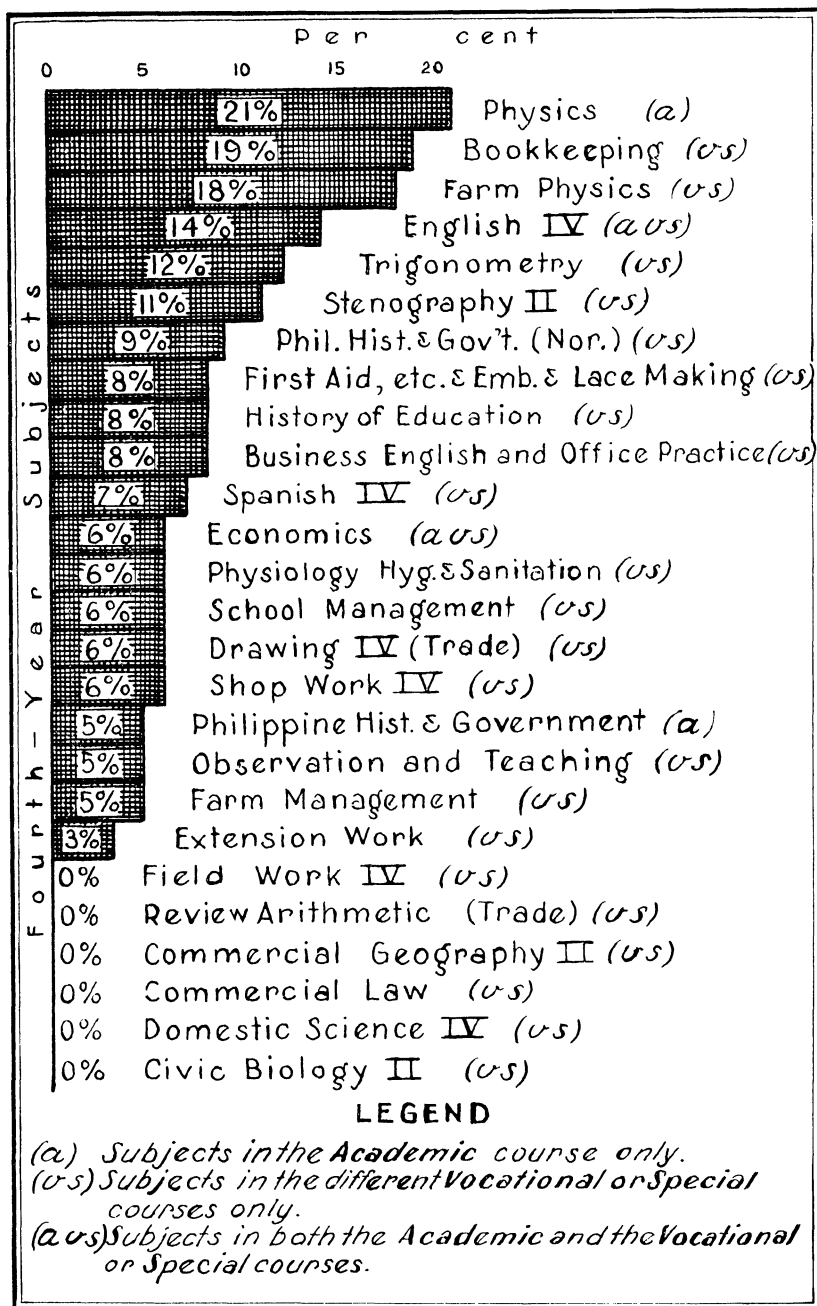


Fig. XX.—Per cent of students receiving averages less than 75 in fourth-year subjects, Philippine secondary schools 1926-1927.

supplemented this year with a series of objective tests in second-year history, third-year English, and fourth-year physics.

The results of these check-up tests show the need not only for more efficient classroom teaching in several schools but also for more effective supervision. The results tend to point out, too, the desirability of checking up the rating schemes employed by different teachers and their distribution of grades so that as much correlation with objective measurements as possible may be attained.

Minor Studies Made

The General Office has also during the year assisted in the direction and supervision of experiments in various phases of public-school instruction. The most important of these studies are those pertaining to the first-grade experiment in the oral method, the social composition of the night-school student population, and the correlation of the vocabulary of twelve first-grade readers. Besides these studies, a number of local studies have been reported by division superintendents, such as studies in script and print in beginning reading, the comparative results from the use of different primary textbooks, returns from an age-grade census of school children, and the success of specially promoted or accelerated pupils. A number of local materials and devices have also been created to establish differentiations in the various courses of study for such special groups as repeaters, overage children, and exceptionally bright pupils.

During the year reports from the field on the following tests were received by the General Office: Detroit Kindergarten Test, Stanford Achievement Test, Hudelson Composition Scale, Wilson Language Error Test, Terman Group Test of Mental Ability, Haggerty Reading Examination, and the Cross English Test. As soon as enough cases will have been reported, it is planned to release tentative Philippine norms to the field for future comparisons.

CHAPTER VIII

STRESSING HEALTH EDUCATION

Need for Health Supervision

The need for health improvement is more keenly realized the more one studies it. Since last school year, one additional province has employed a supervisor of hygiene and sanitation in lieu of an insular teaching position, but there are only eleven divisions in which such positions exist. The two main factors which prevent other divisions from assigning supervisors of hygiene and sanitation are the difficulty of securing a supply of medicine and the inadequate travel allotment. The lack of medicine is, perhaps, the more discouraging factor, for no division wishes to retain a supervisor of health who serves merely in an inspectorial capacity.

It is anticipated that in the near future a directing physician for the General Office and a supervisor of hygiene and sanitation for each division will be employed. In the meantime, the Red Cross and the Philippine Health Service are coöperating splendidly in the school health campaign.

The New Health Manual

For two years there has been conducted at Baguio a joint conference of supervisors of the Bureau of Education and of the Philippine Health Service personnel. These conferences have done much to bring the two bureaus into closer harmony. In the 1926 conference a joint committee recommended that a manual of information for teachers and Health Service officials be drafted. During 1927, a committee appointed by the Director of Health, on which both bureaus have representatives, prepared such a manual. It has been edited by this Bureau and probably will be available for distribution by June, 1928, when the new school year begins.

Circulars on Health

A number of circulars have been issued by this Bureau regarding the responsibility of the teacher in health improvement and the necessity of discovering children who are mal-nourished and who have defective vision. The check on vision and mal-

nourishment began in 1926, and by 1927 practically every school was making a survey of existing conditions. The problem is to get teachers to make use of the survey results in improving conditions. The parent-teacher associations serve as a valuable agency in such improvement. These associations are increasing both in number and in their scope of service.

The Public Welfare Commissioner has issued a very helpful pamphlet which indicates different degrees of mal-nourishment in children of the pre-school age, early school age, or adolescent age. A generous supply of these pamphlets has been allotted to this Bureau for distribution.

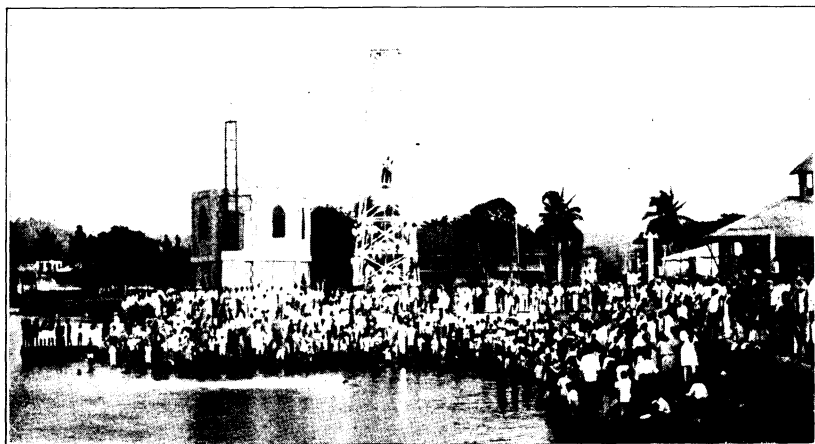
Special attention has been given to the improvement of living conditions of secondary-school students. A survey has recently been made and a summary of its findings published. Supervisors are being urged to encourage parents of secondary-school students to take a more active interest in the welfare of their children who are away from home.

School News Review

The *School News Review* is a factor in health improvement to an incalculable degree. In the sixteen issues published during 1927, 13.85 per cent of the total space was devoted to health articles which were intended to aid directly in health improvement. The following list shows the range of subjects included and the number of times each topic was discussed:

Regularity of habits and right living	6
First aid, emergencies, accidents.....	5
Eye diseases	3
Leprosy	2
Vaccination	2
Legislation	2
Mosquitoes, malaria	2
The fly and other disease-bearing insects.....	2
Health survey	2
Common diseases	2
Posture	2
Colds	1
Goiter	1
Tuberculosis	1
Cholera	1
Dysentery	1
Mal-nutrition	1

Part of this material was furnished by the Philippine Health Service.



WHERE SWIMMING CHAMPIONS ARE DEVELOPED

Crowd witnessing an exhibition by Olympiad swimmers at Jolo, Sulu



A LIFE SAVERS' CLUB

Vocational High School, Lingayen, Pangasinan

Health Classes at Institutes

One of the objectives for emphasis in the 1927 normal institutes was the organization of classes in "Health Instruction" at institutes. According to the different division circulars on the subject, twenty-eight divisions have conducted courses, such as "First-Aid and General Sanitary Measures," "Hygiene and Sanitation," Health, Simple Remedies and Eye Measurement," "Health Lectures," and "Sanitation and First Aid." The Philippine Health Service officials also contributed to the success of these courses.

Table 38 indicates how active health agencies in schools have been both in inspecting and in taking corrective measures.

TABLE 38.—*Accomplishments of health agencies in schools*

	1925-26	1926-27
Annual enrolment, December.....	1,068,453	1,107,589
Pupils examined.....	613,242	689,531
Pupils vaccinated.....	556,986	614,676
Pupils treated.....	158,804	155,260
Pupils cured.....	103,627	121,678
Number of health inspectors.....	1,335	2,251
Number of pupils per health inspector.....	800	492
Number of school dispensaries:		
With trained nurses in charge.....	176	123
With teachers in charge.....	837	822
Per cent of pupils examined of those enrolled.....	57	62
Per cent of pupils treated of those examined.....	26	23
Per cent of pupils cured of those treated.....	65	78

The Senior and Junior Red Cross have rendered valuable aid in health improvement. Their service, particularly the work of the Junior Red Cross through its school dentists, has been even more far-reaching than last year. Table 39 indicates the thoroughness of the work of the Junior Red Cross. The only divisions not reached by the Junior Red Cross dentists sometime during the year are Batanes, Cotabato, Masbate, Romblon, and Zamboanga.

TABLE 39.—*The work of the Junior Red Cross*

	1926	1927
Estimated number of children signing the membership roll.....	892,860	1,032,315
Contributions of schools to Junior Red Cross.....	P222,927.95	P250,216.23
Number of dentists working.....	76	86
Number of school children inspected by dentists.....	267,490	321,114
Number of school children treated by dentists.....	242,129	293,549
Per cent of school children inspected by dentists based on the annual enrolment for September.....	25.20	29.21
Per cent of school children treated by dentists based on the annual enrolment for September.....	22.81	26.70

CHAPTER IX

DEVELOPING CHARACTER

In spite of the fact that for many years character training has been considered "not a part of the course but *the* course" in the public schools, the steady increase in recent years of youthful criminals, and the cry of alarm from all over the world (whether justified or not) that the youth of to-day are irresponsible, pleasure-loving, and indifferent to obligations and duty, have caused a demand for character education not formerly felt. Responding to this demand, educators have been at work to determine: (1) what the weaknesses in character education are; (2) to what extent responsibility for these rests with the public schools, the home, the church, and the social order in general; and (3) what materials and methods are most effective in building character.

In the General Office and in the field all of the new developments in this connection have been followed with deep interest. Indeed, outstanding in importance and interest among the discussions of the 1927 Convention of Division Superintendents were those related to character education. The program there worked out was wide and extensive, setting forth ideals which can be reached, and objectives which can be accomplished, only through intensive, well-directed work for years to come. Objectives, methods, and materials relative to this program are set forth in (1) Academic Bulletin No. 6, s. 1927, "Guiding Principles in Character Building"; (2) Circular No. 44, s. 1927, "Objectives of Secondary Education"; (3) Circular No. 45, s. 1927, "Student Participation in School Activities"; (4) Circular No. 47, s. 1927, "Objectives in Elementary Instruction"; and (5) Circular No. 50, s. 1927, "Living Conditions of Secondary Students." In addition the program includes a continuation of the campaign for humane education as announced in Circular No. 31, s. 1926, "Study of Humaneness."

While the principles underlying this program are not new, our activity having been governed by them in the past, the Bureau has redoubled its effort and enthusiasm in their appli-

cation. Our program urges character training through (1) the practice of virtues in the daily lives of pupils; (2) increased efficiency in instruction in the use of materials available; (3) student participation in school activities; and (4) improved living conditions of students.

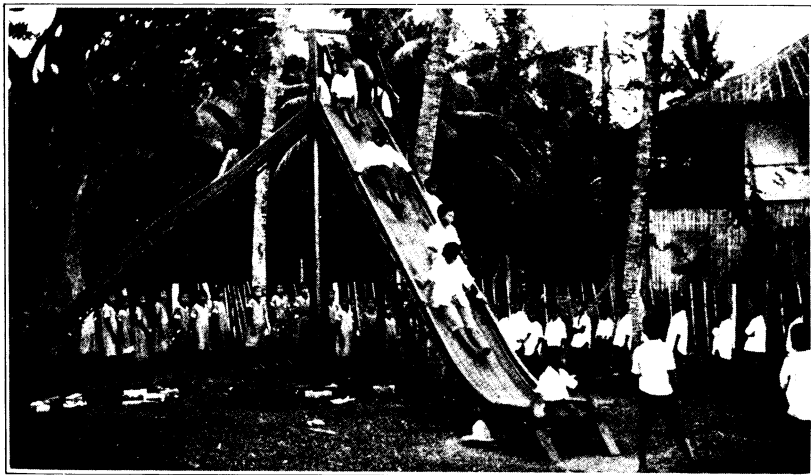
Specific examples of accomplishment in character development are seen daily in the spontaneity of the children in helping their teachers and in their kindness and courtesy to guests at school and at home.

Direct and Indirect Moral Instruction

Consistent with the opinion of a large majority of educators that moral training should employ indirect methods, the school curriculum is being constantly broadened that it may by indirect methods train the child to live efficiently, make him a worthy member of his community, and prepare him to meet new life situations as they arise. Nevertheless, there is developing in educational centers a feeling that character education should be given not only through correlation with other subjects but also through a specific subject for which there is a definite time allotment. Data gathered by several eminent educators in a recent investigation show that children of the higher elementary and secondary grades would welcome a period given to definite ethical instruction. As a matter of fact, the manual *Every Day Manners*, prepared by the teachers of a Philadelphia high school for girls, was prepared in response to the earnest request of the students that they be taught manners. This publication is attracting wide attention in educational fields in the United States and is used as a reference book in our course in manners and conduct for intermediate grades.

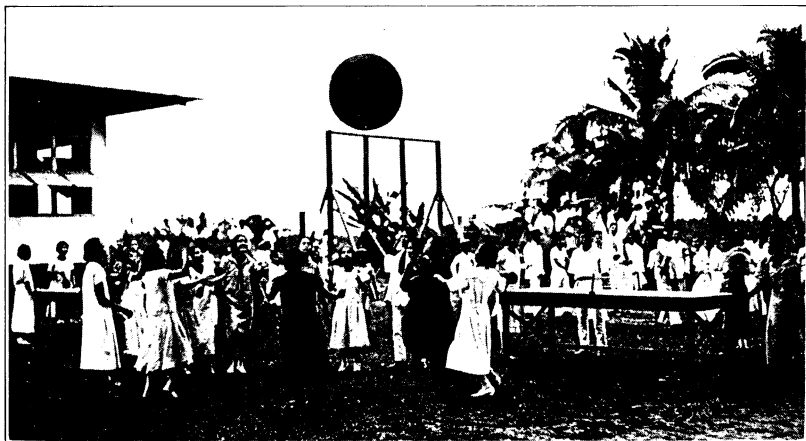
The indirect method of inculcating right moral attitudes seems to be more effective for children in the lower primary grades, while the direct method seems to be more effective in the upper intermediate and secondary grades.

Examples of direct moral instruction are found in the talks on good manners and right conduct, including civics and health, a definite place for which is provided in the program for all elementary grades; the teaching of civics and health as separate subjects in grades above the sixth; the teaching of appreciation of the beautiful in classes in music, art, and literature; direct training of the girls in the principles and practices of good housekeeping and care of children and the sick; thrift, health,



ENJOYING THE SLIDE

Dumaguete Elementary School, Oriental Negros



SAFEGUARDING THEIR OWN HEALTH

Teachers of Santa Barbara, Iloilo, at play

and "safety first" campaigns; and campaigns for better food, for protection of birds and kindness to animals, for improvement of the health of the community, for "homes beautiful," etc.

These drives and campaigns, instead of being limited to any particular period of the school, make invasions upon the time of any subject with which they may appropriately be correlated. That the teaching of these traits is made more vivid by the vividness and naturalness of the situation, and more effective by the desire of the child to learn, cannot be doubted. Herein lies the great advantage of the direct over the indirect method of teaching.

The weakness in the indirect method is that the selection of traits is apt to be left to the mood of the teacher and to the accident of the schoolroom, while the strength of direct moral instruction is that the traits to be taught are listed and systematically presented one by one, thus avoiding omission.

There is really no conflict between the two methods. Each should supplement the other. The best teachers in our schools create school situations so closely approaching natural ones and so interesting that children enjoy them greatly. These teachers, in employing the indirect method, constantly check traits that have been taught against a list of those that should be taught, and see to it that through the reading lesson, the language lesson, and the other activities of the school, both of work and play, opportune situations occur.

Character Training Through Efficiency in Instruction

Efforts during this year to secure good habits and right attitudes through increased efficiency in instruction and better use of the materials of instruction have brought forth encouraging results. The year has been characterized by the uprooting of many common errors of speech; the uprooting of wrong habits in both the skill and reasoning phases of mathematics; and the improvement of seat work by substituting for time-wasting types, exercises and projects that give the child skills, extend his vocabulary, and give him joy in accomplishment. With the improvement in the habits of speech, there is a marked diminution of that "don't care" attitude toward correct usage of English that has for several years been one of the chief causes of disciplinary action. In its place there is developing a sensitiveness to errors of speech, and a desire for fluency highly conducive to character building.

The following have been strong factors in bringing about specific increases in efficiency in instruction and in discouraging laziness, carelessness, and indifference:

a. The testing program of the General Office first revealed and then resulted in the correction of many slipshod methods, both of instruction and of study.

b. The intensive and specific attack made in the Bureau of Education Summer Classes of 1927 and in the division normal institutes upon certain common errors of speech, gross faults in the teaching of arithmetic, reading, and other subjects.

c. The increase of helpful materials and the establishment of minimum requirements relative to seat work, correct usage, vocabulary building, and other phases of school work.

d. Insistence that pupils be supplied with the textbooks and materials prerequisite to proper preparation of the lesson assignment.

e. The steps taken in certain high schools to eliminate unnecessary absences. An example of this is the organization of "make-up periods" in the Tarlac High School.

f. Development of better attitudes and higher ideals relative to the well-being and health of home and community through better supervision of the work in home economics.

g. A campaign to vitalize the industrial work in the home and the school. The necessity of cultivating right attitudes toward work with the hands has been specially emphasized. The fact that 12 of the 21 graduates of the Class of 1926 in the Isabela Farm School, at Cabagan, are today working on their own homesteads and that all of the other members of the class are engaged in farming activities augurs well for the future influence of agricultural schools in character building.

h. The health-instruction program of the school years 1926-27 and 1927-28 which has placed emphasis on the child's responsibility in keeping himself in good health. One of our normal schools has recently reported that children in the school who were underweight at the beginning of the term were given advice relative to improving their diet, and the follow-up work was so efficient that at mid-year not one pupil was under weight.

Character Training through Publications

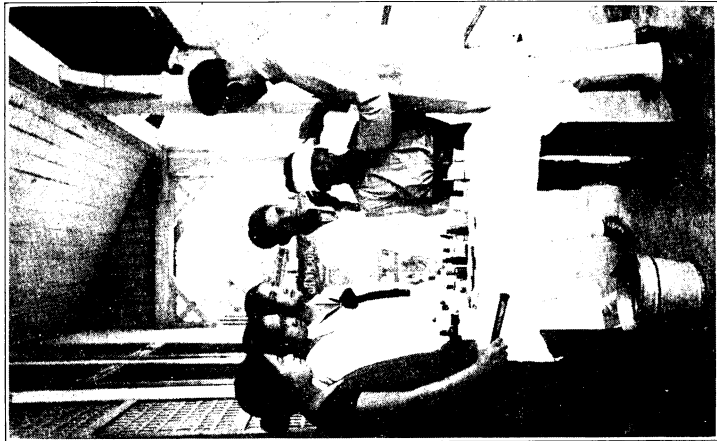
The past school year has been marked by a growing appreciation and utilization of the new material for character education in the new courses of study and textbooks, and in the many other new books, papers, and helps which have been issued in the past two years. Through supervision and demonstration by the personnel of the General Office and the division offices, emphasis is constantly placed on the right use of such materials.

Among the most useful of these publications is the *School News Review*. Each issue of this paper for 1927 had a section on "Character," and several issues had a section on "Who's Who in the Philippines." In all, these two sections, from



A NATURE STUDY LESSON

Grade one, Lipa Elementary School, Batangas



A FIRST-AID CLASS FOR TEACHERS

Demonstration work in bandaging in a Cavite
normal institute

June to December, inclusive, provided 40-2/3 columns (one sixth of the total content of the paper) of rich material for use in the teaching of ethics.

Circular No. 31, s. 1926, "Study of Humaneness," listed for the convenience of the field many rich materials available in basic and supplementary texts and library books for cultivating in children habits of observation and appreciation of animal life. This circular and the slogan it voiced, "Let us be kind to every living creature," has not been barren of results. Building bird houses has been a popular project in 1927, and children are now able to tell many interesting things about the birds. Teachers say that there is unquestionably a better attitude on the part of school children toward animals, manifested especially in the care of dogs, cats, and other pets in the home, and in the many ways in which school children are educating the public in the preservation of bird life.

The *Course of Study for Intermediate Grades* sent to the field in 1925 and slightly revised in 1926, not only lists the character traits to be taught, but also suggests many practical problems which, if worked out, will carry the training in ethics in these grades into the life of the home and the community. The manual *Good Manners and Right Conduct* used in the primary grades lists the traits of character to be taught, but the manual needs to be revised in order to make it up-to-date both in materials and methods.

This year efforts to utilize reading materials in character education have been redoubled. In order to encourage a desirable use of leisure time, great emphasis has been placed on the development of good taste in reading as well as the habit of reading widely, especially with regard to recreational material. For this purpose an ever-increasing quantity and variety of excellent reading matter is needed. In the year 1926, municipal governments in a number of provinces made generous appropriations to further this purpose, while a number of new supplementary readers were purchased with funds made available by insular appropriations.

It is believed that when music and drawing are taught consistent with our new courses of study in these subjects, they will function as strong influences for character building. The General Office has kept a supervisor of music in the field for the past two years, and it is felt that a beginning has been made in making the course of study in music effective.

Character Training Through Student Participation

Consistent with the recommendations of the Committee on Character Building in the 1927 Convention of Division Superintendents, this Office has by means of circulars and through its supervision encouraged extra-curricula school activities, which give students opportunities to assume responsibilities and to practice good conduct. The following is quoted from the report of the Committee on Character Education:

A large assembly hall may be used very effectively in fostering a desirable school spirit, and in molding the opinion of the student body on matters of vital concern to the school. It also affords a desirable place to carry on many extra-curricular activities which are of much indirect value in character development. It is believed that every high school should be provided with a commodious assembly room which can be used both as a study hall and a place for holding meetings of the student body.

At present the majority of the high schools are provided with assembly rooms which are efficiently used for this purpose, but conditions still obtaining in many of them hamper such work. However, all of the high schools provide for a considerable degree of student participation in school government.

Although extra-classroom activities "properly supervised and directed furnish the laboratory for practical training in good citizenship as well as in the social conventions," they are a menace to moral growth when not supervised. The program for character building, while it encourages a maximum of "student participation," provides that great care be exercised in the assignment of class advisers, and that closer supervision be given to dancing parties, picnics, excursions, and the like.

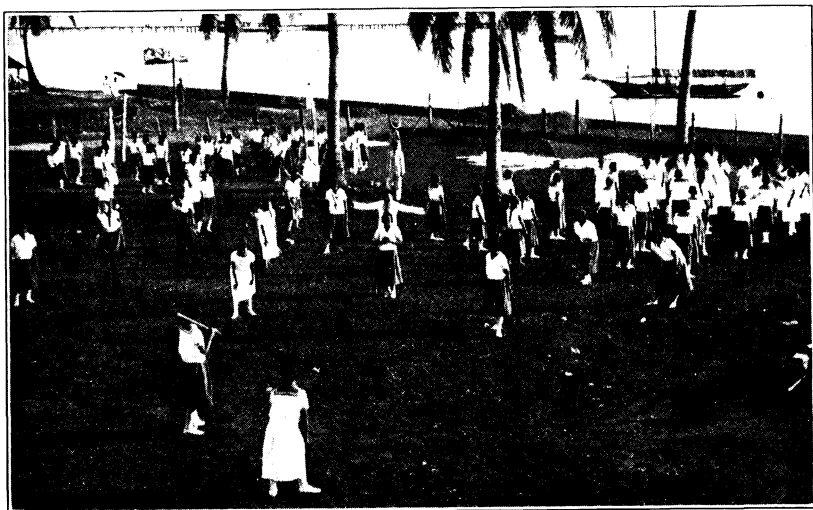
Teacher Participation

The following quotation from the report of the Committee on Character Education sets the standards for teacher participation in the program for character education:

The teacher is the most important factor in any scheme of character education carried on in school. The teacher should be all he expects his pupils to be, and his ideals should be of the highest order. He should be clean in mind and body; he should be trustworthy; he should be honest and truthful; he should be absolutely fair; and he should be worthy of emulation.

Some of the most important means by which teachers are expected to accomplish their part in the program are:

(a) The use of the project method in teaching ethics, the purpose being to give children actual practice in social, civic, and health work.



ENJOYING OUT-DOOR PLAY

Pupils of the Baybay High School playing group games



A LESSON IN THRIFT

Pupils depositing their savings in the Labo Post Office, Camarines Norte

(b) The study of historical characters and events in the light of their moral significance and their influence in world progress.

(c) The creating of learning situations that are meaningful, significant, and purposeful to the learners.

(d) The constant and constructive supervision of playground activities.

With the gradual improvement in the professional qualifications of teachers, more effective work along this line may be expected.

Home Conditions

During recent years several investigations made in the high school relative to students' habits of study and their home and community life have opened the eyes of school officials to the far-reaching importance of guiding the student beyond the walls of the schoolroom. So the work of the class adviser has quite generally come to include visiting pupils in their homes and boarding places. The surveys made show that pupils, not only in boarding houses but also in their own homes, are hampered in their study by poor lights, lack of privacy, and other conditions not conducive to concentration and achievement. Furthermore, in a large number of boarding houses, conditions exist which are anything but conducive to growth in right moral ideals. Male and female students are housed under the same roof, a condition not tolerated in any educational institution of recognized standing in the United States. Such conditions are pernicious to character education. Also, sanitary conditions in many boarding houses are intolerable.

It is obvious that only through the coöperation of the home, the officials of the town, and the whole community can these handicaps to the moral growth of our high-school students be removed. Yet in many cases this coöperation has not been forthcoming. Instead, movements instigated by division superintendents and principals to improve conditions have met with strong opposition on the part of officials and the people of the community. Consequently, this Office through its representatives in the field, is doing everything in its power to secure the enactment of municipal ordinances requiring lodging houses to fulfill the following minimum requirements set by the 1927 Convention of Division Superintendents:

(a) Boys and girls should not room and board in the same house. The only exception should be in the case of those closely related, as brothers and sisters.

(b) There should be no "overcrowding." There should be enough space to permit of study, sleep, comfort, and general good health.

- (c) There should be sanitary toilets available for all of the students.
- (d) Suitable bathing facilities should be provided.
- (e) There should be good lights by which the students may study in the evening.
- (f) There should be plenty of fresh air at all times, particularly at the time for study and the time for sleep.
- (g) There should be a suitable degree of privacy for each student.
- (h) There should be quiet during certain hours of study.

The Bureau of Education recognizes the responsibility of the school in character building, but it does not assume full responsibility because it is believed that the home, the church, and the general social order should assume their equally large, or larger, share of responsibility.

CHAPTER X

CREATING THE READING HABIT

Reading by Teachers

A point for major emphasis during the year has been that of getting teachers to read more widely. According to indications this objective has been fairly successful. Unfortunately, however, this opportunity for progress and self-improvement must still be more or less controlled by the field supervisors, and wherever there is not a careful check through reading circles or through tests covering the subject matter read, there is not the evidence of wide reading which is desired. Much remains to be done in encouraging teachers to read recreatory material. However, in one division, for example, each teacher at the division institute promised to read for recreation each month 300 pages of material. In the division of Rizal a desire for professional growth is evidenced by the report on the number of books owned and the number of subscriptions to educational magazines. Among 613 teachers there were 681 subscriptions entered for 34 different educational magazines. These same teachers also owned 3,215 professional books, or an average of 5.24 books per teacher. Perhaps other divisions would show as good or better records if data were compiled.

Creating Classroom Libraries

One objective of the year has been the creation of a classroom library in every room. The number of book orders placed indicates that a decided effort has been made to accomplish this. The next objective in this connection is to get the books read by the teachers, and then to secure proper guidance in the reading of the books by the pupils. Model libraries were exhibited in the four model classes held at Baguio during the Vacation Assembly and special reading guiding activities were demonstrated. A model list of suggested classroom library books was also released. This list included some of the newer books and many of the well-illustrated, attractive books now on the market. It is a well-known fact that attractive covers and profuse colored illustrations are important agencies in creating

a desire to read. In a few schools teachers have tried out the method of reading during opening exercises a continued story with a thread of interest or mystery which would hold the pupils' interest to the very end. This reading was entirely for appreciation. No discussions in particular took place following the reading, and no moral conclusions were drawn. This plan will be emphasized still more next year.

More Use of School Libraries

Efforts have been made to develop the school library, especially that of the secondary school, into more of a work place. This must be accomplished by means of greater familiarity, on the part of the teachers, with the contents of the school library, thus assuring more guidance of the students' reading. Teachers of subjects other than English should demand more from students in the way of reference reading.

Schools are encouraged to make of the library a place where a spirit of cordial relations exists, a place in which the student feels welcome, and a place where the students and teachers can come in contact with the finest literature. The library also serves as a splendid workroom for the building of character, not only through contacts with books, but also because of the responsibilities placed upon the student in his treatment of books and in his respect for the rights of others. Furthermore, the library should serve as a place for guiding the student into the proper channels in selecting his life work.

Broadening and enlarging the scope and vision of the school librarian is an objective for immediate attention. The holding of a training class for twenty-six secondary-school librarians at Manila during December was one step forward in accomplishing this.

Book selection is not a simple task of filling up shelves, but is a difficult task of spending the limited funds of the school library most wisely, so that every department of the school will have its proper recognition. By means of bulletins and book reviews, the Bureau has attempted to aid in book selection. A revision of the approved library lists (Bulletin 44) is being prepared for publication.

Opening the libraries at nights would stimulate more reading, and the fact that an increasing number of libraries use this method of providing additional possibilities for more reading under good lighting conditions is gratifying. Moreover, it is hoped that the school library will be used far more in the future



GETTING FULL USE OF THE LIBRARY

Students using books on the open shelves in the library of the
Camarines Sur Normal School



READING FOR FUN

Second-grade pupils in a corner of their classroom in the Training Department of the
Ilocos Norte Normal School

than at present. The opportunity of keeping in touch with graduates after they leave school by means of opening the library during vacation periods is not to be lightly dismissed. This is especially needed since there are but ten provincial branches of the Philippine Library and Museum. Fortunately there is a feeling among members of the Legislature that more local public libraries are needed; so the day may soon come when many additional branches will be organized. It must also be remembered that the number of books in the homes of students is exceedingly limited, and that outside of the secondary-school library there is a dearth of opportunities for keeping in touch with the world's affairs through books and periodicals.

An objective for the year has been the development of a more adequate Filipiniana section in each library. This will be an objective of even greater emphasis during the next year. Obviously, students read most of things nearest and dearest to them. The need of more authors who will write of local things is therefore urgent.

Increase in Size of Libraries

Little by little the schools are providing reading matter of a more varied nature and in a larger quantity. Also there is being built up a taste for material of a better quality. In the training department of the Philippine Normal School the seventh-grade pupils are enjoying books which are on the secondary lists, probably due to the interest created by the instructors. Again, wide reading of recreatory material on the part of classroom teachers is essential for fostering reading interest and ability on the part of students. Table 40 indicates

TABLE 40.—*Number of elementary libraries, books, and books per pupil*

Year	Number of libraries	Number of books in such libraries	Books per pupil
1923	2,959	492,323	0.45
1924	3,067	548,334	.51
1925	3,721	600,205	.57
1926	4,035	723,107	.72
1927	4,190	859,471	.82

the growth in size of elementary libraries for a six-year period. The increase of the number of books in 1926 over that of 1925 was remarkable, being an increase of 20.5 per cent, and the increase of 1927 over 1926 is almost as pronounced, being 18.87 per cent. During the year 153,198 books were purchased for elementary schools. The division reporting the greatest number

of books per pupil in primary libraries was Manila with 2.56 books per pupil, while the division reporting the least was Mindoro with none. Of intermediate libraries Batanes reported the most with 3.76 books per pupil and Sulu and Mountain the least with .46 book per pupil.

Secondary schools purchased a total of 57,997 books for libraries as compared with 52,642 for 1926 and 26,674 for 1925. This purchase brought the number of books per student to 4.50 as indicated in Table 41. This increase is encouraging and will

TABLE 41.—*Increase in secondary libraries, books, and books per student for a six-year period*

Year	Number of libraries	Number of books in such libraries	Books per student
1923.....	80	151,059	3.66
1924.....	88	171,037	3.45
1925.....	92	197,701	3.56
1926.....	101	240,343	4.07
1927.....	103	288,819	4.50

permit much additional reading on the part of secondary students. However, many of these books comprise sets purchased for extensive reading in English classes. Much more reading of individual books, both required and voluntary, in all subjects is essential before we can consider that the school libraries are effectively serving the student body. The division reporting the greatest number of books per student was Zamboanga with 13.52 books. Next in order was the division of Surigao with 7.71 books. The division of Isabela reported 1.22 books per student, this being the least number reported. This division unfortunately lost by fire a large portion of its secondary library.

Reading of Periodicals

One index of the interest in current literature is the extent to which magazines and newspapers are read. It is evident that among the magazines those pertaining to current history and current events are most popular. An attempt is being made to encourage more reading of magazines of a literary type by requiring the reading of a certain amount of literary material in fourth-year English classes. It is encouraging to note the use being made of the school periodicals and newspapers, and probably most schools need still more. Periodicals suitable for the primary children are not plentiful, the number of subscriptions in primary grades being only .41 for each 100



GETTING OUT A SCHOOL PAPER

The staff of the Abra High School student paper, "The Abra Herald," at work



DEVELOPING THE NEWSPAPER-READING HABIT

A class in current events in an Iloilo barrio school

pupils. In intermediate grades the subscriptions entered number 2.74 for each 100 pupils, and in both primary and intermediate grades subscriptions number .86 for each 100 pupils. Subscriptions to periodicals in secondary schools reach 5.71 for each 100 students.

Supplementary Reading

For some years the supplementary-reading requirements have remained the same, but in 1927 it was believed that the supply of material had reached the point where the minimum reading requirements over and above the basic text requirements could be increased. First-grade pupils are therefore required to read two supplementary readers while each of the other elementary grades is required to read three supplementary readers. A great many classes have exceeded these minimum requirements. Local purchases of supplementary readers are increasing so that each year there will be provided more desirable material for all pupils. It is essential in the making of a reading and thinking public that the reading done in school be extensive, especially in the subject matter.

CHAPTER XI

THE TEXTBOOK QUESTION

The textbook problem is one that can not be solved easily since so many factors must be considered. Textbook costs are a burden upon parents and pupils and, for primary books, a burden to the government. At the same time texts are an absolute essential. In the elementary classroom the teacher plays a very important role in the development of the pupil, but at the same time the quality of the textbook material is a phase of instruction that no one would overlook.

Reducing the Cost

Much comment has been heard recently regarding the necessity of a reduction in the cost of textbooks. Some people seem to think that this reduction could be accomplished if the government would print them and print them in a cheaper form. If books of a high merit could be evolved by such a procedure, this Bureau would be the last to object. However, cheap quality and form might be accompanied by cheap content. In book selection, the educational training and experience of the author is the first consideration. Next, one considers the reputation of the publisher, the copyright date, the style, and the adaptation of the material to the age-level for which it is intended. Third, the selection and organization of the subject matter, the helps to teachers and pupils, and the mechanical make-up of the book are factors to be considered. Children read what appeals to them. Poorly constructed books with poor illustrations, or none at all, although cheap in manufacture are likewise cheap in quality. The mechanical make-up is important as it involves binding, quality of paper, type, arrangement, cuts, and the like.

The taking over of printing by the government would require much careful consideration. The first question would be whether or not local facilities are such that the thousands of books needed can be printed rapidly, effectively, and cheaply.

The ability to write textbooks is a special talent. Not everybody is qualified to prepare material for schoolroom use, and

those who are prepared to supply the best material will turn their talents elsewhere unless they feel that they are properly remunerated.

Book printing involves drawing upon a large stock of cuts, maps, charts, and graphs, some of which are used in many different situations. Large publishing houses have great quantities of such aids—without which textbooks would be lifeless and insipid. A textbook containing a poor quality of material hastily gathered together would, of course, permit the author to make small royalty charges, and the book could be sold more cheaply than other books upon which the author may have spent years of preparation and which may be valuable in content. However, cheapness of this kind is far from desirable.

If this Bureau were to enter the book-publishing business, it would mean competition with long-established book publishers who have years of experience and substantial reputation; it would entail the employment of highly paid technical men of many kinds; and it might prevent the Bureau from securing the best material for the subject under consideration, since not all companies will sell the government the right to reproduce their books.

Changes in Textbooks

It is realized that changes of required textbooks should be made as seldom as possible, because pupils are otherwise prevented from using second-hand books. However, to use certain texts long after others vastly superior are on the market is unfair to the pupils and likewise unfair to the parents who expect from the schools the highest quality of instruction possible. There are more than seventy required books in use in the elementary and academic secondary schools. In addition, there are more than sixty others used in special secondary schools. But with all this array of books approved by the Board on Textbooks, the number of changes each year is exceedingly small. Probably these changes account for the feeling of certain people that books are being constantly changed. The records of the Board on Textbooks will prove that the Bureau has adhered to the five-year adoption period prescribed by the Legislature. As a matter of fact, some of the books have already been in use much more than the prescribed period. The texts used in the secondary English literature courses, some of which have been in use ten years or more, are quite inappropriate, and

this Bureau has been for some time working on new lists in order to recommend changes.

If all changes of books were to be made at the same time, they would cause a tremendous financial drain. To scatter the adoptions over a period of years, and to make changes only as often as authorized by law eliminates the need for parents to make large purchases in any single year.

Inducing Pupils to Provide Themselves with Texts

It has been found feasible to place in the field an ample supply of all texts except texts in music, and of these enough have been ordered to supply a large percentage of the elementary-school pupils. Pupils cannot expect to progress through the grades at a normal rate unless they provide themselves with texts. For this reason the Bureau has insisted upon intermediate-school and secondary-school pupils owning the required texts.

More Supplementary Readers Supplied

In order to inculcate in pupils the reading habit the supplementary-reading requirements for each grade in the elementary school or high school have been either raised or revised so as to include more and better material. For a number of years more reading has been urged and thousands of supplementary readers have been sent to the field. In this way much has been accomplished, but there is still a great need of supplementary-reading books. The gradual increase in appropriations by the Legislature for this purpose is enabling the Bureau to more nearly meet this need each year.

CHAPTER XII

BUILDING UP THE SCHOOL PLANT

Considerable progress in the construction of school buildings has been made possible through the appropriation by the Legislature of the largest amount of funds ever made available in one year for this purpose. The appropriation was ₱1,645,000. This made it possible to undertake the construction of over 140 school buildings, including new buildings for Teachers' Camp at Baguio, new high-school buildings for the provinces of Antique, Mindoro, and Surigao, and a large number of new elementary-school buildings in different provinces, including the following:

Oas Elementary School, Albay.....	₱20,000
Tanauan Elementary School, Batangas.....	15,000
Tuguegarao Elementary School, Cagayan.....	25,000
Dueñas Elementary School, Iloilo.....	16,000
Bacolor Intermediate School, Pampanga.....	25,000
Dagupan Elementary School, Pangasinan.....	25,000
Romblon Elementary School, Romblon.....	15,000
Lucena Elementary School, Tayabas.....	20,600

A number of other school buildings have been completed during the year. Mention may be made of the Plan No. 20 concrete building for the Ilocos Norte High School, constructed from funds made available by a bond issue under the provisions of Act 3266. Governor-General Wood authorized the transfer of the aeroplane hanger from Camp Claudio to the Central Luzon Agricultural School at Muñoz. This building has been reconstructed, painted, and provided with a new concrete floor. It is 75 meters wide and 85 meters long, is the largest building under the control of the Bureau of Education, and is valued at ₱300,000. The three-story concrete building for the training department of the Philippine Normal School has also been completed. This is a very fine school building and will solve the problem of accommodating the training classes of the Philippine Normal School.

The appropriation for agricultural schools, in the amount of ₱250,000 for the regularly organized provinces and ₱115,000

for the specially organized provinces, was especially gratifying and enabled the Bureau to greatly improve conditions in the agricultural schools located in the provinces of Nueva Ecija, Leyte, Abra, Samar, Isabela, Bukidnon, Agusan, Lanao, and Mountain Province.

It is the present policy of the Bureau to discontinue the construction of semipermanent school buildings except in isolated provinces where the cost of transportation is so great as to prohibit the erection of permanent buildings. Good school buildings are an asset to every municipality where they are constructed, and they are economical because they will last for a great number of years.

RECOMMENDATIONS

Attention is invited to the legislation suggested on page 92 of the Twenty-Seventh Annual Report of the Director of Education, which is hereby submitted again for consideration. The legislation recommended has to do entirely with increasing the funds for educational purposes. The cost of instruction per pupil is now very low. It is not believed possible to further lower the present cost of operating the school system without seriously endangering the quality of instruction. Further improvement with regard either to raising the standard of classroom instruction or to providing school facilities for a greater number of school children cannot come without larger appropriations for educational purposes.

It is recommended that no effort be spared to secure legislation which would provide:

1. An increase in the travel allotment in order that supervisory officials can more efficiently attend to their duties.

2. The granting of permission to municipalities to impose local taxes for *school purposes*.

3. An increase of at least ₦1,000,000 in the insular appropriations for 1929 for extending elementary education—this would be a step in providing school facilities for the 2,000,000 children of school age who are not in school at the present time.

4. A provincial school fund that would provide a definite source of revenue for the provincial schools.

APPENDIXES

Appendix A.—ADMINISTRATIVE AND SUPERVISORY STAFF

December 31, 1927

THE DIRECTORATE

LUTHER B. BEWLEY, Director

GABRIEL R. MAÑALAC, Assistant Director

THE GENERAL OFFICE

PROMOTIONAL STAFF

GEORGE R. SUMMERS, Assistant to the Director^{1 2}

ACADEMIC DIVISION

J. SCOTT MCCORMICK, Chief of the Academic Division^{2 3}
Miss MARY E. POLLEY, Superintendent on Special Detail^{2 4}
Mrs. PETRONA RAMOS, Supervisor of Music
PRUDENCIO M. LIM, Librarian
BENITO LEUTERIO, Chief Statistician

Measurement and Research Department

MANUEL L. CARREON, Chief of Measurement and Research Department²
NEMESIO L. AGUNOD, Assistant Chief
FERNANDO S. FUENTES, Assistant
ANTONIO NERA, Superintendent on Special Detail²

INDUSTRIAL DIVISION

GILBERT S. PEREZ, Chief of the Industrial Division^{2 5}
MIGUEL GUERRERO, Supervisor of Trade Schools⁶
TOMAS MENDOZA, Traveling Industrial Teacher
NICOLAS DEL MUNDO, Traveling Industrial Teacher
REMIGIO PASIBE, Traveling Industrial Teacher

¹ Returned from United States leave on December 17, 1927.

² With rank of division superintendent.

³ J. Scott McCormick served as division superintendent on special assignment in the General Office from January 1 to June 30, 1927, and as Acting Chief of the Academic Division to December 23, when he was designated Chief of the Academic Division.

⁴ Returned from United States leave on December 10, 1927.

⁵ Also Superintendent of Agricultural Education. Mr. Perez was designated Chief of the Industrial Division, effective December 29, 1927, having previously served as Acting Chief.

⁶ Appointed Government pensionado to the United States, August 20, 1927.

Home Economics Department

Miss ELVESSA A. STEWART, Supervisor of Home Economics ¹
 Miss RUTH E. FRUSH, Teacher of Home Economics on Special Detail
 Miss CLARA PALAFOX, Teacher of Home Economics on Special Detail
 Miss ADELINA ALVAREZ, Traveling Teacher of Home Economics
 Miss TEODORA BELLEN, Traveling Teacher of Home Economics
 Miss MATILDE MANLAÑGIT, Traveling Teacher of Home Economics
 Miss TERESA MONCADA, Traveling Teacher of Home Economics
 Miss TEODULA YUJUICO, Traveling Teacher of Home Economics

EDITORIAL STAFF

BRYTON BARRON, Chief Editor ^{1 2}
 RALPH R. BUSICK, Editor of Regulations ³
 EUGENE T. WILSON, Editor of the "School News Review" ⁴

CLERICAL STAFF**OFFICE OF THE CHIEF CLERK**

JOSE A. DE KASTRO, Chief Clerk ¹

ACCOUNTING DIVISION

MARIANO G. DEL ROSARIO, Chief Accountant ¹
 MARIANO R. LIM, Chief of Service Section
 ALFONSO PEREZ, General Audit Clerk ⁵
 JACINTO ATANACIO, Cashier and Disbursing Officer
 ANASTACIO SALVADOR, Chief Bookkeeper

PROPERTY DIVISION

ALBERTO DALUSUNG, Property Officer ¹
 SANTOS SAGAYADAN, Property Audit Clerk
 CIRILO ABELLA, Storekeeper
 ARTHUR E. MCCANN, Clerk-Custodian, Teachers' Camp

RECORDS DIVISION

A. MAXIMIANO RAZON, Chief of the Records Division
 NICASIO PAGUINTO, Assistant Chief
 FERNANDO M. CAMACHO, Chief Searcher

BUILDINGS SECTION ⁶

RUFINO AMBROSIO, Clerk

PENSION AND INVESTMENT BOARD

LUIS MENESES, Executive Officer of Pension and Investment Board ⁷

¹ With rank of division superintendent.

² Bryton Barron was designated Editor effective January 1, 1927.

³ Ralph R. Busick was transferred from Cavite as acting high-school principal to the General Office as assistant editor effective July 11, 1927.

⁴ Eugene T. Wilson was transferred from San Fernando, Union, as a high-school teacher, to the General Office as a teacher on special detail, effective December 31, 1927.

⁵ Alfonso Perez was relieved as Chief of the Pension Section by Luis Meneses and assigned Chief of the Audit Section effective November 17, 1927.

⁶ Under the Assistant to the Director.

⁷ Appointed Executive Officer of Pension and Investment Board effective November 17, 1927.

THE FIELD

Superintendents of School Divisions

SALUSTIANO VIBAR ¹	Abra
ELBERT O. PARKER	Agusan
HAROLD O. SODERQUIST (Acting) ²	Albay
JUSTO RAMOS	Antique
VICENTE GARCIA	Bataan
CELEDONIO SALVADOR	Batangas
ARNOLD E. BARTLETT ³	Bohol
RAYMOND H. STEFFENS (Acting) ⁴	Bukidnon
DANIEL E. CLANCY	Bulacan
JOHN H. MANNING BUTLER ⁵	Cagayan
VENANCIO NEBRIDA	Camarines Norte
ERNEST SCHAFFNER	Camarines Sur
FREDERICK G. ROTH ⁶	Capiz
ARTHUR T. HEIDENREICH (Acting) ⁷	Cavite
B. FIELDEN NUTTER	Cebu
EDWARD M. KUDER (Acting)	Cotabato
M. A. MAXEY	Davao
JAMES E. MCCALL	Ilocos Norte
QUINCE E. RICHARDSON (Acting)	Ilocos Sur
WILLIAM R. HAMME	Iloilo
BRUCE M. BOYERS	Laguna
JOHN D. STUMBO (Acting) ⁸	Lanao
FREDERIC J. WATERS	Leyte
H. A. BORDNER ⁹	Manila
FLORENTINO CAYCO (Assistant)	Manila
SANTIAGO DURLAO	Marinduque
ESTANISLAO R. LOPEZ (Acting)	Masbate
CENON MONASTERIAL	Mindoro
RICHARD B. PATTERSON (Acting) ¹⁰	Misamis
JOHN C. EARLY	Mountain
CHARLES V. CLINE	Nueva Ecija
THOMAS J. MCQUAIDE	Nueva Vizcaya
HARRY L. CASH	Occidental Negros
RALPH E. SPENCER	Oriental Negros
CARMELO P. QUINTERO	Palawan
ARTHUR G. SPILLER	Pampanga
O. H. CHARLES ¹¹	Pangasinan
PRUDENCIO LANGCAUON	Rizal

¹ Returned from the United States as Government pensionado, October 11, 1927.

² Designated acting division superintendent on November 28, 1927.

³ Returned from United States leave, February 7, 1927.

⁴ Designated acting division superintendent, November 11, 1927.

⁵ Also division superintendent for Isabela.

⁶ Returned from United States leave, July 12, 1927.

⁷ Appointed acting division superintendent, May 13, 1927.

⁸ Was acting division superintendent for Capiz from May 31 to July 17, 1927; appointed acting division superintendent for Lanao on October 17, 1927.

⁹ Returned from United States leave, June 1, 1927.

¹⁰ Appointed acting division superintendent effective June 8, 1927.

¹¹ Served as Chief of the Academic Division, General Office, from January 1 to June 1, 1927, when he was assigned as division superintendent for Pangasinan.

Superintendents of School Divisions—Continued

CEFERINO PURISIMA (Acting).....	Romblon
J. W. LIGHT.....	Samar
JOHN H. MCBRIDE, Jr.	Sorsogon
CARL M. MOORE	Sulu
ARCHER B. PARHAM (Acting).....	Surigao
LYLE G. JAMES (Acting) ¹	Tarlac
LEODEGARIO VICTORINO	Tayabas
BENITO PANGILINAN	Union
ESTEBAN R. ABADA (Acting) ²	Zambales
JOHN F. BROWN.....	Zamboanga

Superintendents of Insular Schools

ROY K. GILMORE.....	Philippine Normal School
R. G. MCLEOD.....	Philippine School of Arts and Trades
SYLVESTER C. KELLEHER.....	Central Luzon Agricultural School
CARL RYDELL	Philippine Nautical School

Superintendents on leave

JOHN J. HEFFINGTON, since October 10, 1927.³
 EDWARD J. MURPHY, from June 16, 1927, to December 30, 1927.
 ARTHUR C. WITTMAN, since April 18, 1927.
 EDDY S. MERRITT, since March 27, 1927.
 WILLIAM H. PICKELL, since June 16, 1927.
 CECILIO PUTONG, since September 3, 1927.⁴

Superintendents who resigned during the year

DWIGHT W. HIESTAND, resigned effective June 30, 1927.
 FERNANDO V. BERMEJO, resigned effective February 10, 1927. Retired under Act 2589.
 LEWIS P. WILLIS, resigned effective April 4, 1927. Retired under Act 3050.
 ROBERT L. BARRON, resigned effective May 31, 1927. Retired under Act 3050.
 GABINO TABUÑAR, resigned effective August 19, 1927.
 ADAM C. DERKUM, resigned effective May 2, 1927. Retired under Act 3050.
 FRANK L. MEINKE, resigned effective May 5, 1927. Retired under Act 3050.
 ROBERT CLAUSON, resigned effective October 9, 1927. Retired under Act 3050.
 SAMUEL J. WRIGHT, resigned effective November 30, 1927. Retired under Act 3050.
 JAMES M. SWARTZ, resigned effective November 16, 1927. Retired under Act 2589.

Head Teacher

JUAN J. GONZAGA (Acting)⁵..... Batanes

¹ Appointed acting division superintendent, June 2, 1927.

² Appointed acting division superintendent, July 6, 1927.

³ Appointed Governor of Lanao, October 10, 1927.

⁴ Appointed Government pensionado to the United States.

⁵ Transferred from Batangas to Batanes as acting head teacher effective June 6, 1927.

Principals of Special Schools

Miss BELLE MURPHY, Philippine School of Commerce, Manila.
 Miss JULIA HAYES, School for the Deaf and the Blind, Manila.
 Miss ELIZABETH G. FLAGG, American Central School, Manila.

Principals of High Schools

RICARDO CASTRO	Abra
NARCISO JARAMILLO (Acting)	Agusan
HUGH P. COOPER	Albay
ANTONIO F. ASCAÑO	Albay—Virac Sub-High School
ANIANO TOLENTINO	Antique
MARCELINO BAUTISTA (Acting)	Bataan
ELIAS CARAY (Acting)	Batanes
ANTONIO MACEDA	Batangas
FAYETTE S. MYERS	Bohol
MAXIMO F. GIMENEZ	Bukidnon
JAMES A. MILLING	Bulacan
CYRUS A. KNUTSON	Cagayan
SATURNINO ABES (Acting)	Camarines Norte
GUSTAV A. CARLSON (Acting)	Camarines Sur
D. WILLIAMS (Acting)	Capiz
Mrs. DOROTHY L. ZIMMERMAN (Acting)	Cavite
JOHN M. McMULLIN	Cebu
MAURICIO DATOC (Acting) ¹	Cotabato
ADOLFO CASCOLAN	Davao
HARRY H. KANZELMEYER (Acting)	Ilocos Norte
KING W. CHAPMAN	Ilocos Sur
ORVILLE A. BABCOCK	Iloilo
AURELIO P. ARGUELLES	Isabela
Miss C. AMY JACKSON	Laguna
Mrs. MARY BALL JOHNSON (Acting)	Lanao
RONALD H. WILLIAMSON (Acting)	Leyte
JOHN J. CARL	East High School, Manila
Mrs. MABEL R. CARLSON	North High School, Manila
DAVID INNIS (Acting)	South High School, Manila
JAMES P. BURNS	West High School, Manila
DAVID E. ORDOÑEZ (Acting)	Marinduque
ILDEFONSO SANTOS	Masbate
HONESTO MARIANO (Acting)	Mindoro
WILLIAM B. GOLDRICK (Acting)	Misamis
ROSCOE E. LAUTZENHISER	Mountain
HAROLD B. DAVIS (Acting)	Nueva Ecija
SIMEON VALE	Nueva Vizcaya
ARTHUR I. STICKEL	Occidental Negros
Mrs. PEARL F. SPENCER	Oriental Negros
SIXTO C. PALAYPAY	Palawan
GEORGE I. SMITH	Pampanga
GLEN RUSSELL (Acting)	Pangasinan Academic High School

¹ Provincial teacher.

Principals of High Schools—Continued

FORTUNATO DE VEYRA (Acting)	Pangasinan Vocational High School
Miss REBA E. OWEN (Acting)	Rizal
JOSE C. AGUILA (Acting)	Romblon
GREGORIO LARDIZABAL	Samar
GUILLERMO PAGADUAN (Acting)	Sorsogon
LOUIS H. LISK	Sulu
RICARDO H. SABELLA (Acting)	Surigao
Mrs. D. MARIE SELSOR	Tarlac
ANACLETO AGATON (Acting)	Tayabas
AQUILINO L. CARIÑO	Union
INDALECIO MADAMBA	Zambales

Principals of Provincial Normal Schools

MACARIO NAVAL (Acting)	Albay
FLORENTINO KAPILI	Camarines Sur
GEORGE W. VAN HEE	Cebu
H. JALMAR F. SCOE (Acting)	Ilocos Norte
FEDERICO PIEDAD	Ilocos Sur
APOLONIO M. RAMOS (Acting)	Iloilo
DWIGHT D. HEATH (Acting)	Pangasinan
Mrs. MARY T. RUSSELL	Zamboanga

Principals of Trade Schools

JOSE RUIVIVAR	Albay
ISAIAS MACLANG	Batangas
LUCIANO BORJA	Bohol
GONZALO VILLAYERDE	Bulacan
MELECIO BULAN	Cagayan
DOROTEO FEDERIS	Camarines Sur
JOSE SEVILLA	Cebu
EULOGIO JAVIER	Ilocos Sur
CONSTANCIO SIMPAS	Iloilo
VICTOR REYES	Leyte
FLAVIANO SANTOS (Acting)	Oriental Negros
DOMINGO AVIADO	Pampanga
MARTIN MENDOZA	Pangasinan
CANDIDO FORNILLOS	Samar
NICANOR OCA (Acting)	Sorsogon
ALEJANDRO M. NAVARRO	Tarlac
CATALINO CALICA	Union
VICENTE MACAIRAN	Zamboanga

Principals of Agricultural Schools

JOSE A. REYNA	Lagangilang Agricultural School, Abra
MANUEL FLOJO ¹	Bunawan Agricultural School, Agusan
SABINO Q. AMI ¹	Bukidnon Agricultural School, Bukid- non
VICTOR OBLEFIAS	Camarines Agricultural School, Cama- rines Sur
JAMES R. FUGATE	Piang Agricultural School, Cotabato

¹ Provincial teacher.

Principals of Agricultural Schools—Continued

EUGENIO CELIS	Mampising Agricultural School, Davao
C. O. DOUGLAS.....	Lumbatan Agricultural School, Lanao
WASHINGTON A. V. WIREN.....	Baybay Agricultural School, Leyte
JAMES ARTHUR WRIGHT	Trinidad Agricultural School, Mountain
FELIPE O. CEVALLOS.....	Pampanga Agricultural School, Magalang, Pampanga
TORIBIO ORTEGA	Aborlan Agricultural School, Samar
URBAN L. COBLE.....	Catarman Agricultural School, Samar
WILLIAM S. PRICE.....	Lapak Agricultural School, Sulu

Principals of Farm Schools

PEDRO HIZON	Guinobatan Farm School, Albay
JUAN I. NERIC.....	Kalatagan Farm School, Albay—Catan- duanes
ISIDORO MADJUS (Acting).....	Bilar Farm School, Bohol
ANTONIO JONSON	Capiz Farm School, Capiz
SIMEON MADLANGSACAY	Indang Farm School, Cavite
PRIMITIVO F. ABLANG.....	Batac Farm School, Ilocos Norte
MARIANO CARRANCHO	Santa Maria Farm School, Ilocos Sur
MARIANO MANALIGOD	Isabela Farm School, Isabela
LUIS J. DANGILAN.....	Nueva Vizcaya Farm School, Nueva Vizcaya
GENEROSO FRIGILLANA	San Carlos Farm School, Pangasinan
FLORENCIO BAGUI	Odiongan Farm School, Romblon
PEDRO PAMPLONA	Iba Farm School, Zambales

Supervisors of English

Mrs. ELLA L. BARRON.....	Secondary Schools, Manila
Miss HELEN P. O'MALLEY.....	Philippine Normal School

Academic Supervisors

ROMAN L. SANTOS (Acting) ¹	Abra
SANTIAGO DIZON (Acting).....	Agusan
Miss MARIA MUSNI (Acting).....	Albay
GLICERIO TAYCO (Acting).....	Antique
TORIBIO DAVID ¹	Bataan
VICENTE LAVIDES (Acting).....	Batangas
GASPAR SUGITAN	Bukidnon
BENITO GATAL	Bohol
AUGUSTO FLORES	Bulacan
EULALIO B. ALFONSO.....	Cagayan
EDUARDO LAGMAN ¹	Camarines Norte
JOSE R. SUAREZ.....	Camarines Sur
BENIGNO ALDANA	Capiz
CIRILO FAYLONA	Cavite
JOSE AGUILAR	Cebu
ROQUE LOMIBAO (Acting).....	Cebu
MANUEL QUIANZON	Cotabato
PEDRO MADERAZO	Davao

¹ Also Supervisor of Industrial Instruction.

Academic Supervisors—Continued

GONZALO GUZMAN	Ilocos Norte
EUSTAQUIO DE GUZMAN.....	Ilocos Sur
VENANCIO NERA	Iloilo
PATRICIO GOZUM	Isabela
JOSE CATINDIG	Laguna
RUFINO D. SANTOS.....	Lanao
ANDRES BATICA	Leyte (East)
BENITO SAAVEDRA (Acting).....	Leyte (West)
Mrs. VISITACION C. GONZALES.....	Manila (Int. grades)
PEDRO A. SERRAON ¹	Manila (Int. grades)
Mrs. PILAR N. DE DIMALANTA ¹	Manila (Grade IV)
Miss RITA GAERLAN ¹	Manila (Grade III)
Miss JOSEFINA SILVA ¹	Manila (Grade II)
Mrs. CESARIA R. ESTRELLA ¹	Manila (Grade I)
HOSPICIO EXMUNDO ²	Marinduque
AMBROSIO BELMONTE	Masbate
RUFINO FARIN	Mindoro
ALFREDO P. SHAPIT.....	Misamis
FELIX ALEGRE (Acting).....	Mountain
NICOLAS L. MENDOZA	Mountain
RAFAEL SARMIENTO	Nueva Ecija
LAZARO MILAOR (Acting).....	Nueva Vizcaya
SANCHO PAULINO (Acting).....	Occidental Negros
JUANITO CALUMPANG	Oriental Negros
ESTEBAN L. JOSE	Palawan
ELISEO TAYAO	Pampanga
HILARIO S. MERCADO.....	Pangasinan
PACIFICO BUENCONSEJO	Pangasinan
ABDON JAVIER	Rizal
FLORENTINO CADIZ ²	Romblon
FORTUNATO M. SEVILLA	Samar (North and West)
NARCISO T. VILLAS	Samar (South and East)
GREGORIO DIMAANO	Sorsogon
GABINO BENITEZ (Acting)	Sulu
FILOMENO M. BAUTISTA	Surigao
BUENAVENTURA CANTO	Tarlac
GREGORIO ELEAZAR	Tayabas
MARCELINO L. VILLAMIL	Union
GABRIEL SALGADO (Acting).....	Zambales
JOSE E. KIMPO (Acting).....	Zamboanga

Supervisors of Industrial Instruction

ROMAN L. SANTOS (Acting) ³	Abra
MOISES S. DE GRANO.....	Agusan
FAUSTINO SABILE	Albay
SEVERO ENCARNACION	Antique
TORIBIO DIVID ³	Bataan

¹ Municipal employee of the City of Manila.² Also Supervisor of Industrial Instruction.³ Also Academic Supervisor.

Supervisors of Industrial Instruction—Continued

LAZARO MALABANAN	Batangas
HIPOLITO PARAGUYA	Bohol
ANASTACIO LIMBO	Bukidnon
SERGIO Z. CESPEDES	Bulacan
TEODORICO TAGUINOD	Cagayan
EDUARDO LAGMAN ¹	Camarines Norte
FROILAN LLAGAS	Camarines Sur
ELVIRO BERNAS	Capiz
LUIS LITONJUA	Cavite
TEOPISTO BRIONES	Cebu
ALBINO R. BARLAAN	Cotabato
GUILLERMO CARIÑO	Davao
GIL RAVAL	Ilocos Norte
VICENCIO L. TAGORDA	Ilocos Sur
AGAPITO ESCOTO	Iloilo
SIXTO BALAYAN	Isabela
MATEO ALFONSO	Laguna
BERNARDO PICARDAL	Lanao
MANUEL MODESTO	Leyte
JOSE C. VELO	Manila
HONORATO RAMOS ²	Manila
FRANCISCO ROMERO ²	Manila
ILDEFONSO VALTO ²	Manila
HOSPICIO EXMUNDO ¹	Marinduque
MODESTO VILLARIN	Masbate
DAMIAN RAYALA	Mindoro
MARIANO CANOY	Misamis
DIONICIO NOCETE	Mountain
NORBERTO ANTONIO	Nueva Ecija
ARSENIO RAMEL	Nueva Vizcaya
FELIPE SALTING	Occidental Negros
MARGARITO TEVES	Oriental Negros
FRANCISCO SOCRATES	Palawan
FERMIN LICAD	Pampanga
SIXTO TANDOC	Pangasinan
FELIPE ITLIONG	Pangasinan
FLORENTINO CADIZ	Romblon
GONZALO VILLARIN	Samar
LUIS DUKA	Sorsogon
JUAN TAGLE	Sulu
FILOMENO BAUTISTA	Surigao
SEVERO CARDENAS	Tarlac
TOMAS V. FLORIDO	Tayabas
ANGEL LAQUINDANUM	Union
MARCELO H. ACAYAN	Zambales
NICASIO BACLAO ³	Zamboanga

¹ Also Academic Supervisor.² Municipal employee of the City of Manila.³ Resigned effective January 2, 1928.

Supervisors of Home Economics

Miss FELISA FRANCISCO	Albay
Mrs. MARGARITA E. LABATA.....	Antique
Miss VICTORIA C. CIUDADANO	Batangas
Miss ROSARIO DOBLADOS.....	Bohol
Miss PETRONA MACADAEG	Cagayan
Mrs. DAMIANA M. RAVANERA	Camarines Sur
Miss JULIA NER	Capiz
Miss MERCEDES SANTIAGO	Cavite
Miss VICENTA ARMILLA	Cebu
Miss CIRILA AGATEP	Ilocos Sur
Miss CRISTINA RECONQUISTA	Iloilo
Miss MARCIANA PALTENG	Isabela
Miss CARMEN R. VILLARICA.....	Laguna
Miss RUFINA P. PAZ	Leyte
Miss CRISPINA UNGAB ¹	Manila
Miss JUANA GUERRERO ¹	Manila
Miss TRINIDAD MARTINEZ	Nueva Ecija
Mrs. QUERUBINA G. FLORES	Pampanga
Miss AGUEDA DE GUZMAN	Pangasinan
Miss FRANCISCA CRUZ	Rizal
Miss BARBARA PATDU	Samar
Miss DOLORES JUGUETA	Tayabas
Miss JOSEFA PADUA	Union

¹ Municipal employee of the City of Manila.

Appendix B.—COURSES OF STUDY

PRIMARY COURSE *

First Grade	Second Grade	Third Grade	Fourth Grade
Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (450) ^a Reading (400) Phonics (50) Number work (150) Drawing (75) ^b Writing (75) Music (100) Physical education (125) ^c	Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (325) ^a Reading (400) Phonics (50) Arithmetic (150) Spelling (50) Drawing (75) ^b Writing (75) Music (125) Physical education (125) ^c Industrial education: ^d Handweaving, or making of native baskets, or gardening, or club work (175) Home economics: Sewing, or club work (175)	Language, conversational English, good manners and right conduct, and civics, hygiene and sanitation (325) ^a Reading (350) Phonics (50) Arithmetic (200) Spelling (50) Drawing (75) ^b Writing (75) Music (100) Home geography (150) Physical education (125) ^c Industrial education: ^d Making of mats, handbags, etc., or hat making, or making of native baskets, or gardening, or club work (175) Home economics: Sewing three times a week (105) and embroidery, or lace making, or crocheting, or hat making, or club work twice a week (70)	Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (275) ^a Reading (350) Phonics (50) Arithmetic (200) Spelling (50) Drawing (100) ^b Writing (75) Music (100) Geography (175) Physical education (125) Industrial education: ^d Macrame, or making of mats, handbags, etc., or hat making, or advanced basketry, or slipper making, or carving, or wood-working, or making of brushes and brooms, or gardening, or pottery making, or club work (225) Home economics: Sewing twice a week (90) and embroidery, or lace making, or tatting, or crocheting, or hat making, or club work three times a week (135)

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

* The minimum and maximum school day length including intermissions not to exceed twenty minutes each are: Grade I, 4 hours and 5 hours; II, 4½ hours and 5¼ hours; III-IV, 5 hours and 6 hours. The above schedule represents the maximum length of the school day for Grade I and Grade IV.

^a Opening exercises are included with language, conversational English, good manners and right conduct, civics, hygiene, and sanitation, since this period is partially devoted to instruction in conduct, civics, and health.

^b The re-insertion of drawing in the program depends on whether teachers are properly trained to teach the subject. In case drawing is not re-inserted, the time should be added to other subjects. (See Memorandum No. 15, s. 1927)

^c Exclusive of a fifteen-minute recess period given to group games and spontaneous play.

^d The time allotment indicated represents a deduction of 25, 75, and 75 minutes as authorized by General Instructions No. 14, s. 1925, for Grades II, III and IV, respectively. This course is subject to certain modifications by division superintendents as authorized in General Instructions No. 11, s. 1925.

INTERMEDIATE COURSES

GENERAL COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Opening exercises (50) Reading (200) Language (200) Spelling (50) Phonics (50) Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60) Arithmetic (200) Geography (200) Writing (100) Drawing once a week (80) Music (100) Industrial education: Making of mats, handbags, etc., or hat making, or basket making, or slipper making, or woodworking, or furniture making, or gardening, or club work four times a week (320) Home economics: Cooking and house-keeping once a week (80); sewing once a week (80); and embroidery, or lace making, or crocheting, or club work twice a week (160) Physical education (200)	Opening exercises (50) Reading (200) Language (200) Spelling (50) Phonics (50) Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60) Arithmetic (200) Geography (200) Writing (100) Drawing once a week (80) Music (100) Industrial education: Gardening, or club work four times a week (320) Home economics: Cooking and house-keeping twice a week (160); sewing once a week (80); and embroidery, or lace making, or crocheting, or club work once a week (80) Physical education (200)	Opening exercises (50) Reading (200) Language (200) Spelling (50) Phonics (50) Conversational English twice a week (40); good manners and right conduct three times a week (60) Arithmetic (200) Physiology, hygiene, and sanitation (200) Philippine history and government (200) Drawing, for boys only, twice a week (160) ^a Industrial education: Woodworking, or furniture making three times a week (240); or gardening or club work (400) Home economics: Cooking and house-keeping, (80); home nursing (80); food selection and diet (80); sewing (80); and embroidery, or lace making, or crocheting, or loom weaving, or club work (80) Physical education (200)

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

^a Where specific authority has been granted for seventh-grade boys to take gardening or other industrial work in lieu of woodworking, they should have no drawing and should have this gardening or the other industrial work authorized five times a week.

TRADE COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Reading (200) Language (200) Spelling (50) Phonics (50) Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60) Arithmetic (200) Drawing (400) Shopwork: Woodworking or ironworking (400)	Reading (200) Language (200) Spelling (50) Phonics (50) Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60) Arithmetic (200) Drawing three times a week (240) Shopwork: Woodworking or ironworking (600)	Reading (200) Language (200) Spelling (50) Phonics (50) Philippine history and government (100) Arithmetic twice a week (160) Drawing twice a week (160) Estimating once a week (80) Shopwork: Woodworking or ironworking (600)

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

INTERMEDIATE COURSES— Continued

FARMING COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Reading (200) Language (200) Spelling (50) Phonics (50) Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60) Arithmetic (200) Agriculture (200) Farm work (minimum 600) Drawing, carpentry, ironworking, and repair work on rainy days or when necessary	Reading (200) Language (200) Spelling (50) Phonics (50) Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60) Arithmetic (200) Agriculture (200) Farm work (minimum 600) Drawing, carpentry, ironworking, and repair work on rainy days or when necessary	Reading (200) Language (200) Spelling (50) Phonics (50) Philippine history and government (100) Arithmetic (200) Agriculture (200) Farm work (minimum 600) Drawing, carpentry, ironworking, and repair work on rainy days or when necessary

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

SECONDARY COURSES

THE GENERAL COURSE

Required Subjects

First Year	Second Year	Third Year		Fourth Year
Literature (5)	Literature and composition (5)	Literature and composition (5)		Literature and composition (5)
Composition (5)	General science (5)	Biology (5D)		Economic conditions in the Philippines (5)
United States history and government (4) Current events (1)	General history (4) Current events (1)	General history (4) Current events (1)	Oriental history (4) Current events (1)	Philippine history and government (4) Current events (1)
Algebra (5)	Geometry (5)	Advanced algebra (5)	Review arithmetic (5)	Physics (5D)
Physical education	Physical education	Physical education		Physical education

*The figures in parentheses indicate the number of forty-minute periods a week.
D=double or eighty-minute period.*

SECONDARY COURSES—Continued

THE GENERAL COURSE—Continued

Optional Subjects

First Year	Second Year	Third Year		Fourth Year	
Music	Music	Spanish (5) Music. Educational psychology ^a (5)	Principles of teaching ^a (5)	Spanish (5) Music Physiology, Hygiene and Sanitation, ^a or Methods of Reading ^a (5)	Observation of teaching ^a (5)

The figures in parentheses indicate the number of forty-minute periods a week.

^a For academic high schools in divisions in which there are no normal schools or normal courses (See General Instructions No. 12 and 16, s. 1926, and General Circular No. 46, s. 1927).

THE HOME-ECONOMICS COURSE

Required Subjects

First Year	Second Year	Third Year		Fourth Year
Literature (5)	Literature and composition (5)	Literature and composition (5)		Literature and composition (5)
Composition (5)	General science (5)	Biology (5D)		Economics (5)
United States history and government (4) Current events (1)	General history (4) Current events (1)	General history (4) Current events (1)	Oriental history (4) Current events (1)	Philippine history and government (4) Current events (1)
Embroidery or lace making (3D) Plain sewing (2D)	Housekeeping and cookery (3D) Plain sewing (2D)	Foods and cookery (3D) Embroidery or lace making (2D)		First aid, home care of sick, care and feeding of infants and of children (3D) Embroidery or lace making (2D)
Physical education	Physical education	Physical education		Physical education

Optional Subjects

First Year	Second Year	Third Year	Fourth Year
Music	Music	Spanish (5) Music	Spanish (5) Music

The figures in parentheses indicate the number of forty-minute periods a week.

D=double or eighty-minute period.

SECONDARY COURSES—Continued

THE NORMAL COURSE

First Year		Second Year		Third Year		Fourth Year	
Literature (5)		Literature and composition (5)		Literature and composition (5)		Literature and composition (5)	
Composition (5)		Reading (5)		Biology (5)		Economics (5)	
United States history and government (4) Current events (1)		General history (4) Current events (1)		General history (4) Current events (1)	Oriental history (4) Current events (1)	Philippine history and government (4) Current events (1)	
Arithmetic (5)		General science (5)		Elementary Educational Psychology (5)	Principles of teaching (5)	Language (5)	Physiology, hygiene, and sanitation (5)
Music	Writing ^a	Drawing ^b	Industrial education ^b	Geography ^c	Observation and participation ^c	Practice teaching (5) ^d	
Physical education		Physical education		Physical education		Physical education	

The figures in parentheses indicate the number of forty-minute periods a week.

This course for provincial normal schools and normal courses in high schools was made effective for the first and second years in 1926-27 and for the third and fourth years in 1927-28.

All elementary school subjects are taught as review methods courses. In connection with the methods work, the teacher and class observe the school work in the subject in the training school. Observation under the methods teachers is, therefore, prescribed for each of the four years.

Drawing, industrial education, and biology classes are eighty minutes in length. All other classes recite for forty minutes daily except observation, participation, and practice teaching.

^a Each subject is taught throughout the year; first semester, music, 3 days, writing, 2 days; second semester, music, 2 days, writing, 3 days. Each subject should be graded separately (See General Circular No. 72, s. 1927).

^b Each subject is taught throughout the year: first semester, drawing, 3 days; industrial education, 2 days; second semester, drawing, 2 days, industrial education, 3 days. Each subject should be graded separately (See General Circular No. 72, s. 1927).

^c Geography and observation and participation are interchangeable. Twenty weeks of observation and participation for each student are required.

^d Twenty weeks of practice teaching for each student are required.

SECONDARY COURSES—Continued.

THE COMMERCIAL COURSE

First Year	Second Year	Third Year		Fourth Year
Literature (5)	Business English and spelling (5)	Business English and spelling (5)		Business English and spelling (5)
Composition (5)	Literature and composition (5)	Literature and composition (5)		Philippine government (5) Elements of economics (5)
United States history and government (4) Current events (1)	Stenography or book-keeping (5)	Stenography or book-keeping (5)		Stenography or book-keeping (5)
Algebra (5)	Practical business arithmetic (5)	Commercial geography (5)	Commercial law (5)	Spanish (5)
Penmanship (5)	Typewriting (5)	Spanish (5)		Typewriting (5)
Physical education	Physical education	Typewriting (5) Physical education		Physical education

The figures in parentheses indicate the number of forty-minute periods a week.

THE TRADE COURSE *

First Year	Second Year	Third Year		Fourth Year
Literature (4) Current events (1)	Literature and composition (5)	Literature and composition (5)		Literature and composition (5)
Composition (5)	General history (5)	Review arithmetic (5)	Advanced algebra (5)	Physics (2D)
Algebra (5)	Plane geometry (5)	Mechanics (5)		Solid geometry (5) Trigonometry (5)
Drawing (5D)	Drawing (5D)	Drawing (5D)		Drawing (5D)
Shopwork (2 hours daily) ^a	Shopwork (2 hours daily) ^a	Shopwork (2 hours daily) ^a		Shopwork (2 hours daily) ^a

*The figures in parentheses indicate the number of forty-minute periods a week.
D=double or eighty-minute period.*

* Revised for the school year 1927-28.

^a The shopwork for the woodworking, building construction, and ironworking courses is outlined in detail in Circular No. 52, s. 1927.

SECONDARY COURSES—Continued

THE FARMING COURSE¹

First Year	Second Year	Third Year	Fourth Year
Literature and composition (5)	Literature and composition (5)	Literature and composition (5)	Literature and composition (5)
Farm arithmetic (5)	Civic biology (5D)	Farm entomology (5D)	Farm physics (5D)
Physical education	Physical education	Physical education	Physical education
Field work ^a (4 hours daily for 6 days a week)	Field work ^a (4 hours daily for 6 days a week)	Field work ^a (4 hours daily for 6 days a week)	Field work ^a (4 hours daily for 6 days a week)
Horticulture ^b (5) or Farm engineering ^d (5)	Animal husbandry ^b (5) or Farm engineering ^d (5)	Farm crops ^c (5) or Farm engineering ^d (5) or Farm management ^e (5)	Extension work ^c (5) or Farm engineering ^d (5) or Farm management ^e (5)

The figures in parentheses indicate the number of forty-minute periods a week.

D=double or eighty-minute period.

¹ Revision contemplated.

^a The field work consists of the performance of practical tasks in the shop or in the field when such work is needed rather than at fixed daily hours. During each year a pupil is expected to spend 336 hours in shopwork and building construction which time includes 84 hours of mechanical drawing (first and second years), of sketching (third year), and of plans and estimates (fourth year). In addition to the customary daily hours for practical work, each student renders 24 full 10-hour days of labor during a year, which forms a labor reserve to be used at the discretion of the principal of the school in constructing buildings, in planting and harvesting crops, in combating crop pests, and in handling emergencies which may arise from time to time in the management of a large productive farm.

^b For the course in agricultural education and in farm management.

^c For the course in agricultural education.

^d For the course in farm mechanics.

^e For the course in farm management.

Schools in which these secondary courses are given are in session throughout the calendar year. The work of the year is divided into (1) an academic period of 42 weeks (2) an all-day field-work period of 4 weeks with field details working 10 hours daily for 6 days a week, (3) an examination and reclassification period of 2 weeks, and (4) a movable vacation period of 4 weeks.

SECONDARY COURSES—Continued

THE NAUTICAL COURSE

First Year	Second Year
Calisthenics (100)	
Elementary navigation, including deviation and compass compensation, chart, lead and log, algebra and geometry, logarithms and plain trigonometry, and piloting (900)	Advanced navigation, including astronomy, spherical trigonometry, latitude and longitude, rules for preventing collisions, meteorology, Summer and St. Hilaire's method, and ship's business (900)
Swimming (100)	
Semaphore (300)	Advanced seamanship, including sailmaking (300)
Elementary seamanship, including tying knots and splicing ropes (300)	Signaling—International code (300)
Boat drill and athletics twice a week; military drill twice a week; and fire drill once a week (300)	

The figures in parentheses indicate the number of minutes a week, the number of periods a week being five unless otherwise stated.

PHILIPPINE NORMAL SCHOOL

TWO-YEAR GENERAL COURSE

Entrance Requirement—High-school Graduation

First Year		Second Year	
Literature and composition (5)		Literature and composition (5)	
Reading Methods (5)		Geography methods (5)	Child Study (5)
Educational psychology (5)	Principles of teaching (5)	School supervision or physiology and hygiene (5)	School administration or educational measurement (5)
Music (5)	Drawing (5D)	Language methods (5)	History of education (5)
Arithmetic methods (5)	Observation and participation	Principles of education (5)	Practice teaching (5)
Physical education		Physical education	

*The figures in parentheses indicate the number of forty-minute periods a week.
D=double or eighty-minute period.*

Library methods may be elected in lieu of any semestral subject in the third or the fourth year if permission is so granted by the superintendent of the province from which the student comes. Only one student from a province may enroll in this course at a time.

PHILIPPINE NORMAL SCHOOL—Continued

FOUR-YEAR GENERAL COURSE

Entrance Requirement—Completion of Second Year of the Secondary Course

First Year		Second Year	Third Year		Fourth Year	
Literature and composition (5)		Literature and composition (5)	Literature and composition (5)		Literature and composition (5)	
Reading methods (5)		Language methods (5)	Music II (5)	Drawing (5)	Child study (5)	History of education (5)
Modern history (4) Current events (1)		Economics (5)	Educational psychology (5)	Principles of teaching (5)	School supervision or sociology (5)	School Administration or educational sociology (5)
Biology (5D)		Arithmetic methods (5)	Geography methods (5)	Commercial geography (5)	Educational measurements (5)	Philippine history and government (5)
Music I (5)	Writing (5)	Physics (5D)	Physiology and hygiene (5)	Observation and participation	Principles of education (5)	Practice teaching
Physical education		Physical education	Physical education		Physical education	

*The figures in parentheses indicate the number of forty-minute periods a week.
D=double or eighty-minute period.*

Library methods may be elected in lieu of any semestral subject in the third or the fourth year if permission is so granted by the superintendent of the province from which the student comes. Only one student from a province may enroll in this course at a time.

PHILIPPINE NORMAL SCHOOL—Continued

TWO-YEAR HOME-ECONOMICS COURSE

Entrance Requirement—Graduation from the Provincial Home-Economics Course

First Year		Second Year	
Literature and composition (5)		Literature and composition (5)	
Reading methods (5)		Commercial geography (5)	Physiology and hygiene (5)
Educational psychology (5)	Methods of home-economics (5)	Dietetics (5)	Music or Drawing (5)
Sewing II (5D)		Cooking II (5D)	
Chemistry of foods (5)	Observation and participation	Arithmetic (5)	Practice teaching
Physical education		Physical education	

*The figures in parentheses indicate the number of forty-minute periods a week.
D=double or eighty-minute period.*

Library methods may be elected in lieu of any semestral subject in the third or the fourth year if permission is so granted by the superintendent of the province from which the student comes. Only one student from a province may enroll in this course at a time.

FOUR-YEAR HOME-ECONOMICS COURSE

Entrance Requirement—Completion of Second Year of the Secondary Course

First Year		Second Year		Third Year		Fourth Year	
Literature and composition (5)		Literature and composition (5)		Literature and composition (5)		Literature and composition (5)	
Music I (5)	Drawing (5D)	Cooking I (5D)		Education-al psychology (5)	Home-economics methods (5)	Dietetics (5)	Home nursing (5)
Sewing I (5D)		Needlework (5D)		Sewing II (5)		Cooking II (5)	
Reading methods (5)		Modern history (5)		Economics (5)		Geography methods (5)	Commercial geography (5)
Biology (5D)		Language methods (5)	Physiology and hygiene (5)	Chemistry of foods (5)	Observation and participation	Arithmetic (5)	Practice teaching
Physical education		Physical education		Physical education		Physical education	

*The figures in parentheses indicate the number of forty-minute periods a week.
D=double or eighty-minute period.*

Library methods may be elected in lieu of any semestral subject in the third or the fourth year if permission is so granted by the superintendent of the province from which the student comes. Only one student from a province may enroll in this course at a time.

Appendix C.—TEXTBOOKS USED IN THE PUBLIC SCHOOLS

TEXTBOOKS APPROVED FOR USE IN ELEMENTARY SCHOOLS

FIRST GRADE

The Rizal Readers, Primer. Firman, Maltby, Marshall, and Estrella. The John C. Winston Co.

The Rizal Readers, First Reader. Firman, Maltby, Marshall, and Estrella. The John C. Winston Co.

Correct English, Grades I and II. Polley and Martinez. The Associated Publishers. (In hands of teachers only.)

The Progressive Music Series, Book One. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co. (In hands of teachers only.)

Zaner Method Writing, Teachers' Manual No. 1. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Philippine Arithmetics, Teachers' Manual, for First and Second Grades. Poblador and Osias. World Book Co. (In hands of teachers only.)

Supplementary readers:

The Elson Readers, Pupils' Hand Chart. Scott, Foresman & Co.

The Elson Readers, Primer. Elson and Runkel. Scott, Foresman & Co.

First Year Book. Fee. World Book Co.

Philippine National Literature, Book I. Fansler and Panlasigui. The Macmillan Co.

Reading-Literature, The Primer. Treadwell and Free. Row, Peterson & Co.

Stories and Games. Osias. Ginn & Co.

Story Hour Readers Revised, Primer. Coe and Dillon. American Book Co.

Wag and Puff, A Primer. (The Child's Own Way Series.) Hardy. Wheeler Publishing Co.

The Winston Readers, Primer. Firman and Maltby. The John C. Winston Co.

Work and Play. (The Edson-Laing Readers, Primer.) Edson and Laing. Benj. H. Sanborn & Co.

SECOND GRADE

Correct English, Grades I and II. Polley and Martinez. The Associated Publishers. (In hands of teachers only.)

The Philippine Readers, Book Two. Osias. Ginn & Co.

The Progressive Music Series, Book One. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co.

Zaner Method Writing, Teachers' Manual No. 2. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Philippine Arithmetics, Teachers' Manual, for First and Second Grades. Poblador and Osias. World Book Co. (In hands of teachers only.)

Supplementary readers:

Busy Folk. (The Edson-Laing Readers, Book One.) Edson and Laing. Benj. H. Sanborn & Co.

Child-Library Readers, Book One. Elson and Runkel. Scott, Foresman & Co.

The Learn to Study Reader: First Lessons in Learning to Study. Horn and others. Ginn & Co.

The Elson Readers, Book One. Elson and Runkel. Scott, Foresman & Co.

The Insular First Reader. Gibbs. American Book Co.

Old Time Stories. Bowen. World Book Co.

Philippine National Literature, Book II. Fansler and Panlasigui. The Macmillan Co.

The Philippine Readers, Book One. Osias. Ginn & Co.

The Progressive Road to Reading, Book One. Burchill and others. Silver, Burdett & Co.

Reading-Literature, First Reader. Treadwell and Free. Row, Peterson & Co.

The Rhyme and Story First Reader. Blaisdell and Blaisdell. Little, Brown & Co.

The Rizal Readers, Second Reader. Lewis, Marshall, and Estrella. The John C. Winston Co.

Story Hour Readers Revised. Book One. Coe and Dillon. American Book Co.

The Winston Readers, First Reader. Firman and Maltby. The John C. Winston Co.

THIRD GRADE

Correct English, Grade III. Polley and Martinez. The Associated Publishers.

The Philippine Readers, Book Three. Osias. Ginn & Co.

Philippine Arithmetic, Third Grade. Bonsall, Mercer, Poblador, and Osias. World Book Co.

The Progressive Music Series, Book One. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co.

Zaner Method Writing, Teachers' Manual No. 3. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

Child Classics, Second Reader. Alexander. Bobbs-Merrill Co.

Child-Library Readers, Book Two. Elson. Scott, Foresman & Co.

The Insular Second Reader. Gibbs. American Book Co.

The Learn to Study Readers, Book One. Horn and Shields. Ginn & Co.

Lend a Hand. (The Edson-Laing Readers, Book Two.) Edson and Laing. Benj. H. Sanborn & Co.

Little Folks of Many Lands. Chance. Ginn & Co.

Merry Animal Tales. Bigham. Little, Brown & Co.

Supplementary readers—Continued.

- Philippine National Literature, Book III. Fansler and Panlasigui.
The Macmillan Co.
- Pretty Polly Flinders. Blaisdell. Little, Brown & Co.
- The Progressive Road to Reading, Book Two. Burchill and others.
Silver, Burdett & Co.
- Reading-Literature, Second Reader. Treadwell and Free. Row, Peterson & Co.
- The Rizal Readers, Third Reader. Lewis, Marshall, and Carreon.
The John C. Winston Co.
- Robinson Crusoe. Baldwin. American Book Co.
- The Silent Reading Hour, First Reader. Buswell and Wheeler.
Wheeler Publishing Co.
- Story Hour Readers Revised, Book Two. Coe and Dillon. American Book Co.
- The Winston Readers, Second Reader. Firman and Maltby. The John C. Winston Co.

FOURTH GRADE

- Correct English, Grade IV. Polley and Martinez. The Associated Publishers.
- The Philippine Readers. Book Four. Osias. Ginn & Co.
- Philippine Arithmetic, Fourth Grade. Bonsall, Mercer, Poblador, and Osias. World Book Co.
- Philippine Primary Geography. Valdez-Ventura. The Associated Publishers.
- The Progressive Music Series, Book Two. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co.
- Zaner Method Writing, Teachers' Manual No. 4. Zaner. Zaner and Bloser Co. (In hands of teachers only.)
- Supplementary readers:
- Around the World with the Children. Carpenter. American Book Co.
- Child-Library Readers, Book Three. Elson and Kelly. Scott, Foresman & Co.
- The Insular Third Reader. Gibbs. American Book Co.
- The Learn to Study Readers, Book Two. Horn and McBroom. Ginn & Co.
- Neighbors. (The Edson-Laing Readers, Book Three.) Laing and Edson. Benj. H. Sanborn & Co.
- Play Awhile. Doheny. Little, Brown & Co.
- The Rizal Readers, Fourth Reader. Lewis, Marshall and Carreon.
The John C. Winston Co.
- Rizal's Own Story. Craig. McCullough Printing Co.
- The Silent Reading Hour, Second Reader. Buswell and Wheeler.
Wheeler Publishing Co.
- Stories of Great Filipinos. Benitez and Benitez. McCullough Printing Co. (Required.)
- Stories of Long Ago in the Philippines. McGovney. World Book Co.
- Story Hour Readers Revised, Book Three. Coe and Dillon. American Book Co.

FIFTH GRADE

Correct English, Grade V. Polley and Martinez. The Associated Publishers.

The Philippine Readers, Book Five. Osias. Ginn & Co.

Fifty Famous Stories Retold. Baldwin. American Book Co.

Good Manners and Right Conduct, Fifth Grade. McVenn. D. C. Heath & Co.

Stone-Winkel Arithmetic, Intermediate, Book One. Stone and Winkel. Benj. H. Sanborn & Co.

Intermediate Geography. Miller and Polley. Ginn & Co.

The Progressive Music Series, Book Two. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co.

Practical Lessons in Tropical Agriculture, Book I. Clute. World Book Co.

Elementary Home Economics. Bureau of Education.

Woodworking for Beginners. Cheney. Bureau of Education.

School and Home Gardening. Bureau of Education.

Zaner Method Writing, Teachers' Manual No. 5. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

The Carter Intermediate Reader, Book One. Silver, Burdett & Co.

The Children of History, Early Times. Hancock. Little, Brown & Co.

The Junior Citizen. Fernandez. McCullough Printing Co.

The Learn to Study Readers, Book Three. Horn and McBroom. Ginn & Co.

The Rizal Readers, Fifth Reader. Lewis, Rowland, Marshall and Carreon. The John C. Winston Co.

Science Readers for Silent Reading, Book IV. Animal Life. Nida and Nida. D. C. Heath & Co.

The Silent Reading Hour, Third Reader. Buswell and Wheeler. Wheeler Publishing Co.

Story Hour Readings, Fourth Year. Hartwell. American Book Co.

White Patch. Patri. American Book Co.

The Winston Readers, Fourth Reader. Firman and Maltby. The John C. Winston Co.

Working Together. (The Edson-Laing Readers, Book Four.) Edson and Laing. Benj. H. Sanborn & Co.

SIXTH GRADE

Better English for Speaking and Writing, Grades Six and Seven. Romulo, Netzorg and Simons. The John C. Winston Co.

The Philippine Readers, Book Six. Osias. Ginn & Co.

The Book of Legends. Scudder. Houghton Mifflin Co.

Good Manners and Right Conduct, Sixth Grade. McVenn. D. C. Heath & Co.

Stone-Winkel Arithmetic, Intermediate, Book Two. Stone and Winkel. Benj. H. Sanborn & Co.

Intermediate Geography. Miller and Polley. Ginn & Co.

The Progressive Music Series. Book Three. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co. Practical Lessons in Tropical Agriculture. Book II. Clute. World Book Co.

Elementary Home Economics. Bureau of Education.

Woodworking for Beginners. Cheney. Bureau of Education.

School and Home Gardening. Bureau of Education.

Supplementary Problems in Arithmetic for Schools of Agriculture. Bureau of Education.

Supplementary Problems for Trade Schools and Trades Classes. Bureau of Education.

Supplementary Problems in Arithmetic for Domestic Science Classes. Bureau of Education.

Zaner Method Writing, Teachers' Manual No. 6. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

The Carter Intermediate Readers, Book Two. Silver, Burdett & Co.

The Children of History, Later Times. Hancock. Little, Brown & Co.

The Kendall Fifth Reader. Kendall and Stevens. D. C. Heath & Co.

The Learn to Study Readers, Book Four. Horn and Moscrip. Ginn & Co.

Nature Secrets. Chambers. Little, Brown & Co.

Opportunity. (The Edson-Laing Readers, Book Five.) Edson and Laing. Benj. H. Sanborn & Co.

Real Stories of the Geography Makers. Faris. Ginn & Co.

The Rizal Readers, Sixth Reader. Lewis, Rowland, Marshall and Carreon. The John C. Winston Co.

Science Readers for Silent Reading, Book V. Makers of Progress. Nida and Nida. D. C. Heath & Co.

Story Hour Readings, Fifth Year. Hartwell. American Book Co.

SEVENTH GRADE

Better English for Speaking and Writing, Grades Six and Seven. Romulo, Netzorg and Simons. The John C. Winston Co.

The Philippine Readers, Book Seven. Osias. Ginn & Co.

The Song of Hiawatha. Longfellow. Houghton Mifflin Co.

Good Manners and Right Conduct, Seventh Grade. McVenn. D. C. Heath & Co.

Stone-Winkel Arithmetic, Intermediate, Book Two. Stone and Winkel. Benj. H. Sanborn & Co.

A Brief History of the Philippines. Fernandez. Ginn & Co.

Philippine Civics. Malcolm and Kalaw. D. Appleton & Co.

Sanitation and Hygiene for the Tropics. Ritchie and Purcell. World Book Co.

Practical Lessons in Tropical Agriculture, Book III. Clute. World Book Co.

Elementary Home Economics. Bureau of Education.

Woodworking for Beginners. Cheney. Bureau of Education.

School and Home Gardening. Bureau of Education.

Supplementary Problems in Arithmetic for Schools of Agriculture. Bureau of Education.

Supplementary Problems for Trade Schools and Trades Classes. Bureau of Education.

Supplementary Problems for Domestic Science Classes. Bureau of Education.

Supplementary Readers:

The Carter Intermediate Readers, Book Three. Silver, Burdett & Co.

The Kendall Sixth Reader. Kendall and Stevens. D. C. Heath & Co.

The Learn to Study Readers, Book Five. Horn and others. Ginn & Co.

The Literary World, Sixth Reader. Metcalf and others. Johnson Publishing Co.

Open Doors to Science. Caldwell and Meier. Ginn & Co.

The Rizal Readers, Seventh Reader. Lewis, Rowland, Marshall and Carreon. The John C. Winston Co.

Science Readers for Silent Reading, Book VI. Early Men of Science. Nida and Nida. D. C. Heath & Co.

Story Hour Readings, Sixth Year. Hartwell. American Book Co.

TEXTBOOKS APPROVED FOR USE IN SECONDARY SCHOOLS

GENERAL COURSE

FIRST YEAR

Evangeline. Longfellow. Houghton Mifflin Co.

Prose Selections.¹ Bureau of Education.

New Practical English for High Schools. Lewis, Hosic, and Bermejo. American Book Co.

A History of the United States. Burnham and Melencio. The John C. Winston Co.

First Course in Algebra. Hawkes, Luby, and Touton. Ginn & Co.

Everyday Civics, Philippine Edition. Finch. American Book Co.

For silent reading and extensive reading:

The Silent Readers, Seventh Reader. Lewis and Rowland. The John C. Winston Co.

Story Hour Readings, Seventh Year. Hartwell. American Book Co.

SECOND YEAR

Selections from Irving's Sketch Book. Edited by R. P. St. John. American Book Co.

Sohrab and Rustum. Arnold. Ginn & Co.

Selected Short Poems. Bureau of Education.

New Practical English for High Schools. Lewis, Hosic, and Bermejo. American Book Co.

¹ Will be replaced by *Philippine Prose and Poetry*, 1928-29.

Civic Science in Home and Community. Hunter, Whitman, and Herold.
American Book Co.
Modern Times and the Living Past. Elson. American Book Co.
Plane Geometry. Hart and Feldman. American Book Co.

THIRD YEAR

English Poems from Chaucer to Kipling. Edited by Parrott and Long.
Ginn & Co.
Silas Marner. Eliot. Edited by Mary McKittrick. American Book Co.
The Merchant of Venice. Shakespeare. Ginn & Co.
English Composition, Book Two. Brooks. American Book Co.
English Composition. Bureau of Education.
New Essentials of Biology, with Philippine Supplement. Hunter. American Book Co.
Biology Laboratory Manual. Graham. Philippine Education Co.
Modern Times and the Living Past. Elson. American Book Co.
A History of the Orient. Steiger, Beyer and Benitez. Ginn & Co.
Second Course in Algebra. Hawkes, Luby and Touton. Ginn & Co.
Modern High School Arithmetic. Tan. The Associated Publishers.
Beginning Spanish. Espinosa and Allen. American Book Co.
Doña Perfecta. Galdos. American Book Co.
Noli Me Tangere. Rizal.

FOURTH YEAR

English Poems from Chaucer to Kipling. Edited by Parrot and Long.
Ginn & Co.
Life of Samuel Johnson. Macaulay. Edited by William Schuyler. The Macmillan Co.
Five American Contributions to Civilization. Eliot. The Century Co.
Macbeth. Shakespeare. Ginn & Co.
English Composition, Book Two. Brooks. American Book Co.
Business English and Correspondence. Davis and Lingham. Ginn & Co.
English Composition. Bureau of Education.
Economic Conditions in the Philippines. Miller. Ginn & Co.
Elements of Economics. Fradenburgh. Charles Scribner's Sons.
A History of the Philippines. Benitez. Ginn & Co.
Practical Physics. Millikan, Gale, and Pyle. Ginn & Co.
First Course in Laboratory Physics. Millikan and others. Ginn & Co.
Philippine Government. Malcolm and Kalaw. The Associated Publishers.
Beginning Spanish. Espinosa and Allen. American Book Co.
Doña Perfecta. Galdos. American Book Co.
Noli Me tangere. Rizal.

SPECIAL BOOKS USED IN VOCATIONAL SCHOOLS AND COURSES

For provincial normal schools and courses:

The Observation of Teaching. Maxwell. Houghton Mifflin Co.
The Child's Mind and the Common Branches. La Rue. The Macmillan Co.

For provincial normal schools and courses—Continued.

Advanced Physiology and Hygiene. Philippine Edition, Conn and Budington. Silver, Burdett & Co.

An Introduction to Education. Frasier and Armentrout. Scott, Foresman & Co.

Supplementary readers:

Child-Library Readers, Book Eight. Elson and Burris. Scott, Foresman & Co.

Everyday Classics, Eighth Reader. Baker and Thorndike. The Macmillan Co.

The Kendall Seventh Reader. Kendall and Stevens. D. C. Heath & Co.

The Silent Readers, Eighth Reader. Lewis and Rowland. The John C. Winston Co.

For home-economics course:

Shelter and Clothing. Kinne and Cooley. The Macmillan Co.

Science of Home Making. Pirie. Scott, Foresman & Co.

First Aid. Lynch. P. Blakiston's Son & Co.

Infant Care (mimeographed). Bureau of Education.

For agricultural course:

Farm Business Arithmetic. Lewis. D. C. Heath & Co.

Farm Science. Spillman. World Book Co.

Civic Biology. Hunter. American Book Co.

Beginnings in Animal Husbandry. Plumb. Webb Book Co.

School Entomology. Sanderson and Peairs. John Wiley & Sons.

Farm Management. Boss. Lyons and Carnahan.

Farm Motors. Potter. McGraw-Hill Book Co.

Practical Physics. Black and Davis. The Macmillan Co.

Elementary Forge Practice. Harcourt. Manual Arts Press.

Agricultural Engineering. Davidson. Webb Book Publishing Co.

Principles of Bookkeeping and Farm Accounts. Bexell and Nichols. American Book Co.

Farm Economics. Howe. American Book Co.

Economic Success. Cole. The Macmillan Co.

Supplementary Problems in Arithmetic for Schools of Agriculture. Bureau of Education.

For trade course:

Course in Mechanical and Free-hand Drawing. Bureau of Education.

Manual of Woodworking. Bureau of Education.

A Brief History of the World. Botsford. The Macmillan Co.

Strength of Materials. Merriman. John Wiley & Sons.

Solid Geometry. Wentworth and Smith. Ginn & Co.

Plane and Spherical Trigonometry. Wentworth and Smith. Ginn & Co.

For commercial course:

Principles of Bookkeeping. Miner and Elwell. Ginn & Co.

Practical Business Arithmetic. Moore and Miner. Ginn & Co.

For commercial course—Continued.

New Rational Typewriting. SoRelle. Gregg Publishing Co.
 Gregg Shorthand Manual. Gregg. Gregg Publishing Co.
 Gregg Speed Studies. Gregg. Gregg Publishing Co.
 Fundamentals of Business English. Holzinger. World Book Co.
 Vocabulary-Building Speller. Meyer. The Macmillan Co.
 Philippine Business Law. Perkins. D. Appleton & Co.

SPECIAL BOOKS USED IN THE PHILIPPINE NORMAL SCHOOL

The American Scholar. Emerson. Houghton Mifflin Co.
 Speech on Conciliation with America. Burke. Houghton Mifflin Co.
 The Princess. Tennyson. Houghton Mifflin Co.
 The Servant in the House. Kennedy. Harper and Bros.
 Education as the Psychologist Sees It. Pillsbury. The Macmillan Co.
 Music Writing, Book I. Dann. American Book Co.
 Methods of Primary Arithmetic. Polley. Philippine Education Co.
 The Teacher's Technique. Holley. The Century Co.
 The Aeneid, Books I-III. Cranch. Houghton Mifflin Co.
 Supervision and the Improvement of Teaching. Burton. D. Appleton & Co.
 Oral English. Brewer. Ginn & Co.
 Les Miserables. Victor Hugo. The Macmillan Co.
 Principles of Education. Ruediger. Houghton Mifflin Co.
 A Student's History of Education. Duggan. D. Appleton & Co.
 Fundamentals of Child Study. Kirkpatrick. The Macmillan Co.
 Public School Administration. Cubberley. Houghton Mifflin Co.
 Measuring Results in Education. Trabue. American Book Co.
 Everyday Chemistry. Vivian. American Book Co.
 Teaching Home Economics. Cooley and others. The Macmillan Co.
 Commercial and Industrial Geography. Keller and Bishop. Ginn & Co.
 Dietetics for High Schools. Willard and Gillett. The Macmillan Co.
 Outlines of English and American Literature. Long. Ginn & Co.
 Music Writing, Book II. Dann. American Book Co.
 Social Principles of Education. Betts. Charles Scribner's Sons.
 First Aid. Lynch. P. Blakiston's Son & Co.
 Types of Short Stories. Heydrick. Scott, Foresman & Co.
 Atlantic Narratives, Second Series. Thomas. Little, Brown & Co.
 Literary Digest. Funk & Wagnalls Co. (Magazine)
 Atlantic Book of Junior Plays. Thomas. Little, Brown & Co.
 Writing. French. Harcourt, Brace & Co.
 Lorna Doone. Blackmore.
 Jane Eyre. Bronte. The Macmillan Co.
 Ivanhoe. Scott. D. Appleton & Co.
 Ben-Hur. Wallace. Grosset & Dunlap.
 Essays and Essay Writing. Tanner. Little, Brown & Co.
 Richard Carvel. Churchill. The Macmillan Co.

SPECIAL TEXTBOOKS IN USE IN THE PHILIPPINE SCHOOL OF ARTS AND TRADES¹

Strength of Materials. Merriman. John Wiley & Sons.

SPECIAL TEXTBOOKS IN USE IN THE PHILIPPINE SCHOOL OF COMMERCE²

Actual Business English. Deffendall. The Macmillan Co.
Beginning Spanish. Allen and Espinosa. American Book Co.
High School Geography. Whitbeck. The Macmillan Co.
Commercial Spanish. McHale. D. C. Heath & Co.

SPECIAL TEXTBOOKS USED IN THE CENTRAL LUZON AGRICULTURAL SCHOOL³

Agricultural Arithmetic. Foster.
Plant Propagation and Fruit Culture in the Tropics. Bulletin No. 32, Bureau of Agriculture.
School and Home Gardening. Bureau of Education.
Draft Carabao. Montellano. Bureau of Agriculture.
Coconut Palm. Bulletin No. 35. Bureau of Agriculture.
Tobacco Growing. Bulletin No. 34. Bureau of Agriculture.
Rice Number, The Philippine Agricultural Review, Bureau of Agriculture, Vol. XIV, No. 1, 1921.

SPECIAL TEXTBOOKS USED IN THE PHILIPPINE NAUTICAL SCHOOL

Nicholl's Seamanship. G. E. Nicholl. James Brown & Sons, Glasgow, Scotland.
Pamphlets published by the International Correspondence School, Scranton, Pennsylvania:
Elements of Navigation.
Deviation and Compass Compensation.
Chart, Lead and Log and Nautical Tables.
Piloting.
Dead Reckoning, Part I.
Dead Reckoning, Part II.
Logarithms.
Trigonometry.
Nautical Astronomy, Part I.
Nautical Astronomy, Part II.
Latitude.
Longitude and Azimuth.
Summer's and St. Hilarie's Method.
Ocean Meteorology.
Rules of preventing collision at sea.
International Code of Signals.

¹ Books for the regular trade course are also used.

² Books for the regular commercial course are also used.

³ Books for the regular agricultural course are also used.

DICTIONARIES

- Webster's Secondary-School Dictionary, Merriam Edition. American Book Co.
- Webster's Elementary-School Dictionary, Merriam Edition. American Book Co.
- Webster's Shorter School Dictionary, Merriam Edition. American Book Co.

Appendix D.—STATISTICAL TABLES

No. I.—Percentage of Population in School

A table showing, by divisions and for the Islands, the percentage of the total population enrolled in public schools in September, 1927.

Division	Annual Enrolment in Public Schools (September, 1927)	Total Population ^a	Percentage of Total Population Enrolled in Public Schools	School Population ^b	Percentage of School Population Enrolled in Public Schools	Annual Enrolment in Private Schools (July 1927)
Abra	7,591	83,934	9.04	22,087	34.37	916
Agusan	8,530	55,392	15.40	14,577	56.52	175
Albay	29,696	368,206	8.07	96,896	30.65	1,029
Antique	12,741	166,959	7.63	43,937	29.00	824
Bataan	6,750	64,541	10.46	16,984	39.74	213
Batanes	* 1,226	8,214	14.93	2,162	56.71	—
Batangas	26,293	384,481	6.84	101,179	25.99	2,280
Bohol	42,298	406,254	10.41	106,909	39.56	695
Bukidnon	4,363	48,544	8.99	12,775	34.15	—
Bulacan	31,754	263,007	12.07	69,212	45.88	2,395
Cagayan	23,692	208,322	11.37	54,822	43.22	774
Camarines Norte	5,041	58,186	8.66	15,312	32.92	164
Camarines Sur	18,105	229,491	7.89	60,392	29.98	1,133
Capiz	29,939	325,918	9.19	85,768	34.91	724
Cavite	18,741	169,474	11.06	44,598	42.02	772
Cebu	65,937	963,152	6.85	253,463	26.01	2,941
Cotabato	6,024	196,727	3.06	51,770	11.64	111
Davao	9,255	131,159	7.06	34,516	26.81	—
Ilocos Norte	26,320	240,675	10.94	63,336	41.56	779
Ilocos Sur	27,612	233,508	11.82	61,449	44.93	3,323
Iloilo	55,403	552,679	10.02	145,442	38.09	7,771
Isabela	15,078	132,570	11.37	34,887	43.22	273
Laguna	29,595	220,745	13.41	58,091	50.95	598
Lanao	4,360	118,310	3.69	31,134	14.00	—
Leyte	62,374	710,165	8.78	186,886	33.38	1,551
Manila	60,728	320,394	18.95	84,314	72.03	30,669
Marinduque	8,371	59,656	14.03	15,699	53.32	317
Masbate	8,578	80,309	10.68	21,134	40.59	—
Mindoro	8,747	89,297	9.80	23,499	37.22	239
Misamis	27,658	233,677	11.84	61,494	44.98	592
Mountain	15,682	322,744	4.86	84,933	18.46	982
Nueva Ecija	27,620	276,995	9.97	72,893	37.89	1,179
Nueva Vizcaya	6,058	35,838	16.90	9,431	64.23	—
Occidental Negros	42,384	444,073	9.54	116,861	36.27	1,990
Oriental Negros	21,528	311,379	6.91	81,942	26.27	1,280
Palawan	15,707	86,961	6.56	22,884	24.94	89
Pampanga	27,644	275,800	10.02	72,579	38.09	2,649
Pangasinan	58,133	636,850	9.13	167,592	34.69	1,826
Rizal	25,225	273,395	9.23	71,946	35.06	3,786
Romblon	7,466	70,926	10.53	18,665	40.00	52
Samar	26,035	440,787	5.91	115,997	22.44	343
Sorsogon	18,789	209,570	8.97	55,150	34.07	1,235
Sulu	12,461	216,898	5.74	57,078	21.83	89
Surigao	13,027	139,315	9.35	36,662	35.53	3,058
Tarlac	22,170	191,616	11.57	50,425	43.97	150

^a The figures for total population by divisions were obtained from the Office of Vital Statistics of the Philippine Health Service, Manila.

^b The school population is estimated by dividing the total population by 3.8, which is the ratio of the total population 6-17 years of age in the Islands as reported by the 1918 Census to the total population of the Islands reported at the same time.

^c The enrolment for Ibayat is for July, 1927.

^d For Dumaran the enrolment of last year is used.

No. I.—Percentage of Population in School—Continued

Division	Annual Enrolment in Public Schools (September, 1927)	Total Population ^a	Percentage of Total Population Enrolled in Public Schools	School Population ^b	Percentage of School Population Enrolled in Public Schools	Annual Enrolment in Private Schools (July, 1927)
Tayabas	33, 618	243, 665	13. 80	64, 122	52. 43	2, 970
Union	23, 850	177, 784	13. 42	46, 785	50. 98	2, 258
Zambales	12, 040	91, 856	13. 11	24, 173	49. 81	769
Zamboanga	13, 362	173, 774	7. 69	45, 730	29. 22	732
Total	1, 095, 599	11, 744, 172	9. 33	3, 090, 572	35. 45	86, 695
Central Luzon Agricultural School	723					
Philippine Nautical School	49					
Philippine Normal School	2, 077					
Philippine School of Arts and Trades	858					
Grand total	1, 099, 306	11, 744, 172	9. 36	3, 090, 572	35. 57	86, 695

A summary showing for the last five years the total annual public-school enrolment and the percentage of school population enrolled in public schools.

Year	Annual Enrolment in Public Schools (September)	Total Population	Percentage of Total Population Enrolled in Public Schools ^c	School Population ^b	Percentage of School Population Enrolled in Public Schools ^c	Annual Enrolment in Private Schools (July)
1923	1, 111, 742	11, 070, 306	10. 04	2, 913, 038	38. 16	64, 729
1924	1, 111, 566	11, 238, 593	9. 89	2, 957, 524	37. 58	67, 576
1925	1, 096, 758	11, 406, 875	9. 61	3, 001, 809	36. 54	^d 82, 526
1926	1, 061, 525	11, 575, 176	9. 17	3, 046, 099	34. 85	^d 88, 001
1927	1, 099, 306	11, 744, 172	9. 36	3, 090, 572	35. 57	86, 695

^a The figures for total population by divisions were obtained from the Office of Vital Statistics of the Philippine Health Service, Manila.

^b The school population is estimated by dividing the total population by 3.8, which is the ratio of the total population 6-17 years of age to the total population of the Islands as reported by the 1918 Census.

^c The percentages for previous years, as given in previous annual reports of this Bureau, have been revised on the basis of the population data supplied by the Philippine Health Service.

^d December.

No. II.—Average Monthly Enrolment, Average Daily Attendance, and Percentage of Attendance

A table showing, by divisions and for the Islands, the average monthly enrolment, the average daily attendance, and the percentage of attendance for the school year 1926-1927.

Division	Primary			Intermediate			Secondary			Total		
	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance
Abra	4,708	4,365	92.71	1,312	1,216	92.68	719	697	96.94	6,739	6,278	93.16
Agusan	6,068	5,306	87.44	1,169	1,032	88.28	261	228	87.36	7,498	6,566	87.57
Albay	21,876	21,151	96.69	3,596	3,471	96.52	1,164	1,137	97.68	26,636	25,759	96.71
Antique	8,676	8,022	92.46	1,487	1,342	90.25	553	526	95.12	10,716	9,890	92.29
Bataan	4,241	4,122	97.19	1,115	1,080	96.86	377	363	96.29	5,733	5,565	97.07
Batanes	664	616	92.77	189	178	94.18	99	96	96.97	952	890	93.49
Batangas	19,301	18,685	96.81	4,366	4,217	96.59	1,233	1,208	97.97	24,900	24,110	96.83
Bohol	32,843	30,297	92.25	4,517	4,225	93.54	1,330	1,284	96.54	38,690	35,806	92.55
Bukidnon	3,357	2,950	87.88	476	400	84.03	122	109	89.34	3,955	3,459	87.46
Bulacan	23,783	23,284	97.90	4,970	4,864	97.87	1,029	998	96.99	29,782	29,146	97.86
Cagayan	14,939	14,071	94.19	3,310	3,193	96.47	962	913	94.91	19,211	18,177	94.62
Camarines Norte	3,872	3,711	95.84	689	660	95.79	252	236	93.65	4,813	4,607	95.72
Camarines Sur	13,503	12,877	95.36	2,587	2,461	95.13	978	931	95.19	17,068	16,269	95.32
Capiz	20,189	18,784	93.04	4,578	4,279	93.47	1,061	985	92.84	25,828	24,018	93.11
Cavite	12,905	12,599	97.63	2,827	2,769	97.95	996	963	96.69	16,728	16,331	97.63
Cebu	47,569	44,481	93.51	10,410	9,938	95.47	3,348	3,270	97.67	61,327	57,689	94.07
Cotabato	4,293	3,885	78.85	652	580	88.96	108	100	92.59	5,053	4,065	80.45
Davao	6,327	5,004	79.09	636	559	87.89	158	132	96.20	7,121	5,715	80.26
Ilocos Norte	17,380	16,542	95.18	4,463	4,302	96.39	2,302	2,215	96.22	24,145	23,059	95.50
Ilocos Sur	17,952	17,235	96.01	4,962	4,803	96.80	2,139	2,076	97.05	25,063	24,114	96.25
Iloilo	37,268	36,182	97.09	8,284	8,069	97.40	2,830	2,768	97.09	48,382	47,019	97.18
Isabela	10,341	9,976	96.47	2,965	2,839	95.75	1,056	1,011	95.74	14,362	13,826	96.27
Laguna	21,373	20,470	95.73	5,440	5,241	96.34	962	936	97.30	27,775	26,637	95.90
Lanao	2,508	2,135	85.13	563	486	86.32	154	141	91.56	3,225	2,762	85.64
Leyte	47,851	46,210	97.59	7,405	7,227	97.60	1,867	1,809	96.89	56,623	55,246	97.57

	32,849	32,376	98.56	16,361	15,976	97.65	7,574	7,384	97.49	56,784	55,796	98.15
Manila.....	5,325	5,162	96.94	1,123	1,087	96.79	434	428	98.62	6,882	6,677	97.02
Marinduque.....	5,713	5,562	97.61	1,954	1,912	95.60	243	220	90.53	6,694	6,677	96.87
Masbate.....	6,000	5,620	93.67	1,087	1,016	96.23	329	318	96.66	7,416	6,984	94.17
Mindoro.....	22,773	22,072	96.92	3,494	3,403	97.40	354	337	95.20	26,621	25,812	96.96
Misamis.....												
Mountain.....	10,902	9,229	84.65	2,370	2,062	87.00	646	620	95.98	13,918	11,911	85.58
Nueva Ecija.....	19,518	18,613	95.36	5,628	5,389	95.75	1,291	1,245	96.44	26,437	25,247	95.50
Nueva Vizcaya.....	3,995	3,821	95.64	6,913	6,856	98.76	399	368	92.23	5,307	5,045	95.06
Occidental Negros.....	32,828	31,430	96.62	6,383	6,160	96.51	986	940	95.83	39,897	38,530	96.57
Oriental Negros.....	15,866	14,630	92.21	3,170	3,002	94.70	843	815	96.68	19,879	18,447	92.80
Palawan.....	4,224	3,588	84.94	835	751	89.94	249	230	92.37	5,308	4,569	86.08
Pampanga.....	19,703	18,976	96.31	4,268	4,137	96.93	1,665	1,592	95.62	25,636	24,705	96.37
Pangasinan.....	38,733	37,981	98.06	11,857	11,658	98.32	4,939	4,915	99.51	55,529	54,554	98.24
Rizal.....	16,760	16,208	96.71	3,574	3,476	97.26	1,027	990	96.40	21,361	20,674	96.78
Romblon.....	5,237	4,976	95.02	1,171	1,063	90.78	376	363	96.54	6,784	6,402	94.37
Samar.....	17,764	17,055	96.01	4,063	3,808	93.72	816	760	93.14	22,643	21,623	95.50
Sorsogon.....	11,878	11,459	96.73	2,673	2,537	94.91	682	654	95.89	15,233	14,680	96.37
Sulu.....	9,665	8,421	87.13	783	783	87.74	138	127	92.03	10,586	9,235	87.24
Surigao.....	11,672	10,431	89.37	1,065	987	92.68	219	205	93.61	12,956	11,623	89.71
Tarlac.....	15,270	14,892	97.52	3,992	3,919	98.17	1,082	1,036	95.75	20,344	19,847	97.56
Tayabas.....	23,704	22,879	96.52	5,241	5,098	97.27	815	797	97.79	29,760	28,774	96.69
Union.....	15,080	14,554	96.51	3,638	3,506	96.65	1,598	1,557	97.43	20,616	19,917	96.61
Zambales.....	8,984	8,774	97.68	2,156	2,105	97.63	485	484	97.78	11,363	11,363	97.66
Zamboanga.....	8,339	8,129	97.48	1,491	1,368	91.15	297	268	90.24	10,127	9,765	96.43
Total.....	765,769	729,318	95.24	171,558	164,724	96.02	53,557	51,805	96.73	990,884	945,847	95.45
Central Luzon Agricultural School.....							743	730	98.25	743	730	98.25
Philippine Nautical School.....							33	33	100.00	33	33	100.00
Philippine Normal School.....	506	486	96.05	250	253	97.31	1,257	1,241	98.73	2,023	1,980	97.87
Philippine School of Arts and Trades.....							797	726	91.09	797	726	91.09
Grand total.....	766,275	729,804	95.24	171,818	164,977	96.02	56,387	54,535	96.72	994,480	949,316	95.46

A summary showing for the Islands the percentage of attendance for the last five school years.

School Year	Primary	Inter-mediate	Secondary	Total	School Year	Primary	Inter-mediate	Secondary	Total
1922-23.....	93.27	94.91	96.14	93.57	1925-26.....	94.59	95.37	96.43	94.81
1923-24.....	92.90	94.55	95.45	93.23	1926-27.....	95.24	96.02	96.72	95.46
1924-25.....	93.82	95.23	96.62	94.17					

No. III.—*Primary, Intermediate, and Secondary Enrolment and Percentage of Enrolment*

A table showing, by divisions and for the Islands, the primary, intermediate, and secondary enrolment and percentage of enrolment for the month of September, 1927.

Division	Primary		Intermediate		Secondary		Total enrolment
	Enrolment	Per-centage	Enrolment	Per-centage	Enrolment	Per-centage	
Abra.....	5,096	69.36	1,464	19.93	787	10.71	7,347
Agusan.....	6,465	78.95	1,361	16.62	363	4.43	8,189
Albay.....	24,461	81.66	4,101	13.69	1,392	4.65	29,954
Antique.....	9,978	79.83	1,926	15.41	595	4.76	12,499
Bataan.....	4,382	74.70	1,288	19.51	382	5.79	6,052
Batanes ¹	852	71.90	205	17.30	128	10.80	1,185
Batangas.....	19,832	77.09	4,626	17.98	1,267	4.93	25,725
Bohol.....	34,832	84.79	4,801	11.69	1,447	3.52	41,080
Bukidnon.....	3,262	84.42	461	11.93	141	3.65	3,864
Bulacan.....	24,149	77.95	5,662	18.28	1,171	3.77	30,982
Cagayan.....	17,814	76.90	4,147	17.90	1,205	5.20	23,166
Camarines Norte.....	3,767	77.86	799	16.52	272	5.62	4,838
Camarines Sur.....	14,107	80.04	2,550	14.47	969	5.49	17,626
Capiz.....	22,934	78.33	5,201	17.76	1,143	3.91	29,278
Cavite.....	13,888	75.56	3,406	18.53	1,085	5.91	18,379
Cebu.....	49,792	77.56	10,364	16.14	4,040	6.30	64,196
Cotabato.....	4,847	83.58	820	14.14	132	2.28	5,799
Davao.....	7,872	88.71	787	8.87	215	2.42	8,874
Ilocos Norte.....	18,257	71.57	4,945	19.28	2,348	9.15	25,550
Ilocos Sur.....	19,346	72.65	5,309	19.94	1,975	7.41	26,630
Iloilo.....	41,120	75.83	9,986	18.42	3,119	5.75	54,225
Isabela.....	10,832	72.31	2,983	19.91	1,165	7.78	14,980
Laguna.....	21,659	75.69	5,850	20.44	1,107	3.87	28,616
Lanao.....	3,063	76.19	732	18.21	225	5.60	4,020
Leyte.....	50,146	80.91	9,279	14.97	2,550	4.12	61,975
Manila.....	33,031	55.76	17,669	29.83	8,538	14.41	59,238
Marinduque.....	6,221	75.55	1,454	17.66	559	6.79	8,234
Masbate.....	6,896	82.15	1,200	14.30	298	3.65	8,394
Mindoro.....	6,846	79.94	1,335	15.59	383	4.47	8,564
Misamis.....	22,357	82.78	4,133	15.30	518	1.92	27,008
Mountain.....	11,191	74.77	3,119	20.84	657	4.39	14,967
Nueva Ecija.....	19,575	74.49	5,369	20.43	1,335	5.08	26,279
Nueva Vizcaya.....	4,189	72.93	1,129	19.65	426	7.42	5,744
Occidental Negros.....	33,265	79.01	7,482	17.77	1,357	3.22	42,104
Oriental Negros.....	16,504	80.50	3,065	14.95	933	4.55	20,502
Palawan ²	4,374	80.35	840	15.43	230	4.22	5,444
Pampanga.....	20,581	76.77	4,452	16.61	1,774	6.62	26,807
Pangasinan.....	40,544	70.61	12,364	21.53	4,512	7.86	57,420
Rizal.....	19,125	77.33	4,480	18.11	1,126	4.56	24,731
Romblon.....	5,738	78.47	1,173	16.05	401	5.48	7,312
Samar.....	19,552	77.70	4,647	18.47	964	3.83	25,163
Sorsogon.....	14,567	80.05	2,781	15.28	850	4.67	18,198
Sulu.....	10,953	90.53	964	7.97	182	1.50	12,099
Surigao.....	11,152	87.65	1,305	10.26	266	2.09	12,723
Tarlac.....	15,994	74.30	4,336	20.15	1,195	5.55	21,525
Tayabas.....	24,753	77.28	6,236	19.47	1,040	3.25	32,029
Union.....	16,431	70.28	5,127	21.93	1,822	7.79	23,380
Zambales.....	8,879	75.02	2,438	20.60	519	4.38	11,836
Zamboanga.....	10,947	84.42	1,646	12.69	374	2.89	12,967
Total.....	816,968	74.48	191,797	17.95	59,482	5.57	1,068,247
Central Luzon Agricultural School.....					713	100.00	713
Philippine Nautical School.....					43	100.00	43
Philippine Normal School.....	468	23.40	263	13.15	1,269	63.45	2,000
Philippine School of Arts and Trades.....					808	100.00	808
Grand total.....	817,435	76.27	192,060	17.92	62,315	5.81	1,071,811

¹ The enrolment for Ithayat is for July, 1927.

² For Dumaran the enrolment of last year is used.

A summary showing, for the Islands, the enrolment and percentage of enrolment by grades and by sexes during the month of September, 1927.

Grades	Boys	Girls	Total	Percentage of total enrolment
Primary:				
Grade I.....	172, 873	135, 707	308, 580	28. 79
Grade II.....	118, 920	91, 471	210, 391	19. 63
Grade III.....	94, 445	71, 482	165, 927	15. 48
Grade IV.....	77, 479	55, 059	132, 538	12. 37
Total.....	463, 717	353, 719	817, 436	76. 27
Intermediate:				
Grade V.....	53, 639	32, 994	86, 633	8. 08
Grade VI.....	38, 171	22, 062	60, 233	5. 62
Grade VII.....	28, 211	16, 983	45, 194	4. 22
Total.....	120, 021	72, 039	192, 060	17. 92
Total Elementary.....	583, 738	425, 758	1, 009, 496	94. 19
Secondary:				
First year.....	14, 684	9, 357	24, 041	2. 24
Second year.....	10, 062	6, 459	16, 521	1. 54
Third year.....	7, 883	4, 636	12, 519	1. 17
Fourth year.....	5, 966	3, 268	9, 234	. 86
Total.....	38, 595	23, 720	62, 315	5. 81
Grand total.....	622, 333	449, 478	1, 071, 811	100. 00

A summary showing, for the Islands, for the last five years, the percentage of the total enrolment in primary, intermediate, and secondary grades, based on the enrolment for the month of September for each year.

Year	Primary	Interme- diate	Secondary	Total
1923.....	81. 93	14. 43	3. 64	100. 00
1924.....	80. 03	15. 54	4. 43	100. 00
1925.....	78. 70	16. 29	5. 01	100. 00
1926.....	77. 23	17. 18	5. 59	100. 00
1927.....	76. 27	17. 92	5. 81	100. 00

No. IV.—*Enrolment and Percentage of Enrolment of Intermediate Pupils by Courses*

A table showing, by divisions and for the Islands, the enrolment of intermediate pupils by courses, based on the monthly enrolment for September, 1927.

Division	General				Trade		Farming		Total	
	Enrolment		Percentage		Enrol- ment (Boys)	Percent- age	Enrol- ment (Boys)	Percent- age	Boys	Girls
	Boys	Girls	Boys	Girls						
Abra.....	935	439	1,374	63.87	29.98	98.85	90	6.15	1,025	439
Agusan.....	564	535	1,099	41.44	39.31	80.75	262	19.25	826	1,361
Albay.....	2,231	1,485	3,716	54.40	36.21	90.61	243	5.92	2,616	4,101
Antique.....	1,127	731	1,858	58.52	37.95	96.47	68	3.53	1,195	1,731
Bataan.....	860	428	1,288	66.78	33.23	100.00			1,890	1,288
Batanes¹.....	148	57	205	72.20	27.80	100.00			148	57
Batangas.....	3,019	1,539	4,558	65.26	32.27	98.53	68	1.47	3,087	1,539
Bohol.....	2,717	1,953	4,670	56.59	40.68	97.27	105	2.19	2,848	1,953
Bukidnon.....	69	155	224	14.97	33.62	48.59			306	155
Bulacan.....	3,796	1,866	5,662	67.04	32.96	100.00			3,796	1,866
Cagayan.....	2,425	1,529	3,955	58.50	36.87	95.37	192	4.63	2,618	1,529
Camarines Norte.....	618	347	965	64.04	35.96	100.00			1,680	965
Camarines Sur.....	1,685	860	2,545	65.29	33.73	99.02	25	.98	1,860	2,545
Capiz.....	2,983	2,631	5,614	57.35	39.03	96.40	77	1.45	3,170	2,631
Cavite.....	2,103	1,244	3,347	61.74	36.53	98.27			2,162	1,244
Cebu.....	6,328	3,916	10,244	61.06	37.78	98.84	120	1.16	6,448	3,916
Cotabato.....	236	258	494	28.78	31.46	60.24	326	38.76	562	258
Davao.....	475	226	701	60.35	25.72	89.07	86	10.93	561	226
Ilocos Norte.....	2,438	2,238	4,726	50.31	45.26	95.57	84	1.70	2,707	2,238
Ilocos Sur.....	3,180	1,889	5,069	59.90	35.58	95.48	94	1.77	3,420	1,889
Iloilo.....	6,082	3,954	9,986	60.40	39.60	100.00			6,082	3,954
Isabela.....	1,157	1,097	2,254	38.79	38.77	75.56	729	24.44	1,886	1,097
Laguna.....	3,646	2,204	5,850	62.32	37.68	100.00			3,646	2,204
Lanao.....	364	253	617	49.73	34.56	84.29	115	15.71	479	253
Leyte.....	4,817	4,193	9,010	51.91	45.19	97.10	269	2.90	5,086	4,193
Manila.....	10,497	7,172	17,669	59.41	40.59	100.00			10,497	7,172
Marinduque.....	910	544	1,454	62.59	37.41	100.00			910	544
Masbate.....	798	402	1,200	66.50	33.50	100.00			798	402
Mindoro.....	748	533	1,281	56.03	39.93	95.98	54	4.04	802	533
Misamis.....	2,200	1,833	4,042	53.45	44.35	97.80	69	1.67	2,300	1,833

Mountain.....	1,933	712	1,805	35.04	22.83	57.87	1,814	42.13	2,407	712	3,119
Nueva Ecija.....	3,456	1,913	5,369	64.37	35.63	100.00	---	---	3,456	1,913	5,369
Nueva Vizcaya.....	623	417	1,040	36.94	36.94	92.12	89	7.88	712	417	1,129
Occidental Negros.....	4,474	3,008	7,482	59.80	40.20	100.00	---	---	4,474	3,008	7,482
Oriental Negros.....	1,849	1,146	2,995	60.33	37.39	97.72	70	2.28	1,919	1,146	3,065
Palawan ²	586	222	808	69.76	26.43	96.19	---	---	618	222	840
Pampanga.....	3,110	1,342	4,452	69.86	30.14	100.00	32	3.81	3,110	1,342	4,452
Pangasinan.....	7,743	4,147	11,890	62.63	33.54	96.17	166	1.94	8,217	4,147	12,364
Rizal.....	2,889	1,591	4,480	64.49	35.51	100.00	308	2.49	2,889	1,591	4,480
Romblon.....	734	409	1,143	62.57	34.87	97.44	30	2.56	764	409	1,173
Samar.....	2,547	1,974	4,521	54.81	42.48	97.29	---	---	2,673	1,974	4,647
Sorsogon.....	1,662	1,119	2,781	59.76	40.24	100.00	117	2.52	1,662	1,119	2,781
Sulu.....	641	195	836	66.49	20.23	86.72	---	---	769	195	964
Surigao.....	801	504	1,305	61.38	38.62	100.00	128	13.28	801	504	1,305
Tarlac.....	2,903	1,433	4,336	66.35	33.05	100.00	---	---	2,903	1,433	4,336
Tayabas.....	3,630	2,469	6,099	58.21	39.59	97.80	---	---	3,767	2,469	6,236
Union.....	3,179	1,943	5,127	62.01	37.99	100.00	---	---	3,179	1,943	5,127
Zambales.....	1,355	894	2,279	66.81	36.67	98.48	90	3.69	1,544	894	2,438
Zamboanga.....	1,832	634	1,466	50.55	38.52	89.07	121	7.35	1,012	634	1,646
Total.....	113,182	71,923	185,105	59.01	37.50	96.51	2,068	1.08	119,874	71,923	191,797
Philippine Normal School.....	147	116	263	55.89	44.11	100.00	---	---	147	116	263
Grand total.....	113,329	72,039	185,368	59.01	37.51	96.52	2,068	1.07	120,021	72,039	192,060

¹ The enrolment for Ibayat is for July, 1927.

² For Dumarang the enrolment of last year is used.

A summary showing, for the Islands, for the last five years, the percentage of enrolment of intermediate pupils by courses, based on the monthly enrolment for September of each year.

Year	Percentages of Enrolment				Year	Percentages of Enrolment			
	General	Trade	Farming	Home Economics		General	Trade	Farming	Home Economics
1923.....	76.98	2.15	2.08	18.79	1925.....	96.46	1.25	2.29	(*)
1924.....	96.38	1.64	1.98	(*)	1926.....	96.52	1.07	2.41	(*)
1925.....	96.56	1.46	1.98	(*)	1927.....	---	---	---	---

* Combined with the General Course.

No. V.—Enrolment and Percentage of Enrolment of Secondary Students by Courses

A table showing, by divisions and for the Islands, the enrolment of secondary students by courses, based on the monthly enrolment for September, 1927.

Division	General						Normal					
	Enrolment			Percentage			Enrolment			Percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra	406	287	693	51.58	36.47	88.05						
Agusan	180	102	282	49.59	28.10	77.69						
Albay	715	249	964	51.36	17.39	68.75	143	285	428	10.27	20.48	30.75
Antique	321	274	595	53.95	46.05	100.00						
Bataan	252	130	382	65.97	34.03	100.00						
Batanes	91	37	128	71.09	28.91	100.00						
Batangas	808	376	1,184	63.77	29.68	93.45						
Bohol	781	201	982	53.97	13.89	67.86	34	25	59	24.11	17.73	41.84
Bukidnon												
Bulacan	742	361	1,103	63.36	30.83	94.19						
Cagayan	627	236	863	52.03	19.59	71.62	107	229	336	8.88	19.00	27.88
Camarines Norte	177	95	272	65.07	34.93	100.00						
Camarines Sur	338	180	518	34.88	18.58	53.46	80	95	175	8.26	9.80	18.06
Capiz	526	331	907	46.02	33.33	79.35	25	121	146	2.19	10.59	12.78
Cavite	599	371	970	55.21	34.19	89.40						
Cebu	2,126	1,003	3,129	52.62	24.83	77.45	267	497	764	6.61	12.30	18.91
Cotabato	58	39	97	43.94	29.55	73.48						
Davao	154	50	204	71.63	23.25	94.88						
Ilocos Norte	797	830	1,627	33.94	35.35	69.29	148	426	574	6.30	18.14	24.44
Ilocos Sur	778	382	1,160	39.39	19.34	58.73	153	254	407	7.75	12.86	20.61
Iloilo	1,522	858	2,380	48.80	27.51	76.31	186	490	676	5.96	15.71	21.67
Isabela	439	425	864	37.68	36.48	74.16						
Laguna	696	267	983	62.87	25.89	88.80						
Lanao	104	81	185	46.22	36.00	82.22						
Leyte	896	515	1,411	35.14	20.20	55.34	183	211	394	6.00	8.27	14.27
Manila	4,452	3,560	8,012	52.14	41.70	93.84						
Marinduque	337	222	559	60.29	39.71	100.00						
Masbate	221	77	298	74.16	25.84	100.00						
Mindoro	262	121	383	68.41	31.59	100.00						
Misamis	319	199	518	61.58	38.42	100.00						

Mountain.....	177	57	234	26.94	8.67	35.61	68	62	130	10.35	9.44	19.79
Nueva Ecija.....	980	405	1,335	69.66	30.34	100.00						
Nueva Vizcaya.....	133	57	190	31.22	13.38	44.60	35	88	123	8.22	20.66	28.88
Occidental Negros.....	845	512	1,357	62.27	37.73	100.00						
Oriental Negros.....	508	121	629	54.45	12.97	67.42						
Palawan.....	169	61	230	73.48	26.52	100.00						
Pampanga.....	1,005	293	1,298	56.65	16.52	73.17						
Pangasinan.....	1,877	396	2,273	41.60	8.78	50.38	763	563	1,326	16.91	12.48	29.39
Rizal.....	754	325	1,079	66.96	28.86	95.82						
Romblon.....	228	132	360	56.86	32.92	89.78						
Samar.....	348	191	539	36.10	19.31	55.91	64	86	150	6.64	8.92	15.56
Sorsogon.....	424	356	780	49.88	41.88	91.76						
Sulu.....	156	26	182	85.71	14.29	100.00						
Surigao.....	170	96	266	63.91	36.09	100.00						
Tarlac.....	617	160	777	51.64	13.39	65.03	50	50	100	4.18	4.18	8.36
Tayabas.....	711	329	1,040	68.37	31.63	100.00						
Union.....	904	799	1,703	49.62	43.85	93.47						
Zambales.....	334	151	485	64.36	29.09	93.45						
Zamboanga.....	124	16	140	33.16	4.28	37.44	93	94	187	24.87	25.13	50.00
Total.....	30,138	16,412	46,550	50.67	27.59	78.26	2,369	3,576	5,945	3.98	6.01	9.99
Central Luzon Agricultural School.....												
Philippine Nautical School.....												
Philippine Normal School.....							537	533	1,070	42.32	42.00	84.32
Philippine School of Arts and Trades.....												
Grand total.....	30,138	16,412	46,550	48.36	26.54	74.70	2,906	4,109	7,015	4.66	6.59	11.25

Mountain.....			203	30.90		90	13.70	448	209	657
Nueva Ecija.....								930	405	1,335
Nueva Vizcaya.....			83	19.48		30	7.04	251	175	426
Occidental Negros.....								845	512	1,357
Oriental Negros.....			23	2.47		281	30.11	531	402	933
Palawan.....									61	230
Pampanga.....			111	6.26	165	200	11.27	1,281	493	1,774
Pangasinan.....			221	4.30		692	13.33	2,861	1,651	4,512
Rizal.....						47	4.18	734	372	1,126
Romblon.....					41			269	132	401
Samar.....			63	7.05	157	50	5.19	637	327	964
Sorsogon.....			70	8.24				494	356	850
Sulu.....								156	26	182
Surigao.....								170	96	266
Tarlac.....			112	9.37		206	17.24	779	416	1,195
Tayabas.....										
Union.....			119	6.53				711	329	1,040
Zambales.....			34	6.55				1,023	799	1,822
Zamboanga.....			47	12.56				368	151	519
Total.....	465	104	569	.78	.18	.96	1,736	2.92	1,736	3.00
Central Luzon Agricultural School.....								2,896	4.87	36,494
Philippine Nautical School.....								713		713
Philippine Normal School.....								43		43
Philippine School of Arts and Trades.....								199	15.68	537
Grand total.....	465	104	569	.75	.17	.92	2,544	4.08	2,499	4.01
							43	.07	3,095	4.97
									38,595	23,720
										62,315

^a Fourth-year students were on vacation in September, 1927; therefore enrolment for July, 1927, which is 15, is included.

A summary showing, for the Islands, for the last five years, the percentage of enrolment of secondary pupils by courses, based on the enrolment for the month of September of each year.

PERCENTAGES OF ENROLMENT

Course	Year					Course				
	Year					Year				
	1923	1924	1925	1926	1927	1923	1924	1925	1926	1927
General.....	74.38	73.92	75.26	73.96	74.70	Farming.....	4.01	3.87	4.19	4.51
Normal.....	13.27	13.29	12.09	11.93	11.25	Nautical.....	.12	.09	.05	.06
Commercial.....	1.17	1.26	1.08	1.07	.92	Home Economics.....	4.39	5.08	4.70	5.04
Trade.....	2.53	2.37	2.63	3.43	4.03	Surveying.....	.13	.12		

No. VI.—Enrolment, Pupils Dropped, and Percentage of Pupils Dropped

A table showing, by divisions and for the Islands, the annual enrolment, the March enrolment, the number of pupils dropped, and the percentage of pupils dropped, based on the annual enrolment for the school year 1926-27.

Division	First Grade				Second Grade				Third Grade				Fourth Grade				Fifth Grade			
	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped
All	4	3,124	376	4	8,004	7,748	256	3	7,987	7,700	287	3	7,935	7,644	291	4	6,850	6,479	371	5
Manila	6	3,452	127	4	10,219	9,662	557	5	9,462	8,909	553	6	8,229	7,608	621	8	5,073	4,665	408	8
Isabela	6	12,287	1,834	15	13,427	12,237	1,190	9	9,315	8,451	864	9	6,912	6,304	608	9	3,831	3,456	375	10
Pangasinan	8	19,975	1,634	8	2,563	2,353	210	8	2,205	2,020	189	9	1,650	1,535	115	7	859	781	78	9
LeYTE	8	2,928	303	10	1,240	1,146	94	8	931	827	104	11	817	718	99	12	552	489	63	11
Zambales	9	1,459	128	9	6,642	6,138	449	7	4,485	4,048	437	10	3,492	2,966	526	15	1,910	1,669	241	13
Bataan	9	9,181	856	9	4,392	3,991	401	9	3,749	3,439	321	9	3,195	2,901	294	9	1,858	1,693	165	9
Misamis	9	4,854	420	9	3,846	3,491	355	9	3,162	2,839	323	10	2,308	1,989	319	14	1,290	1,153	137	11
Union	10	4,283	382	9	1,562	1,411	151	10	1,328	1,183	145	11	1,050	910	140	13	550	493	57	10
Cavite	10	1,602	140	9	1,146	1,074	72	6	1,052	983	69	7	700	644	56	8	451	379	72	16
Marinduque	10	1,842	193	10	4,485	4,467	18	9	4,499	4,040	459	10	3,547	3,108	439	12	2,361	2,045	316	13
Palawan	11	5,897	586	10	10,461	9,523	938	9	9,027	7,998	1,029	11	7,824	6,442	882	12	3,910	3,520	390	10
Ilocos Sur	11	13,121	1,344	10	1,811	1,633	178	10	1,161	1,004	157	14	791	679	112	14	499	429	70	14
Iloilo	11	2,389	205	9	1,633	1,513	120	7	1,049	951	98	9	929	839	90	10	646	568	78	12
Masbate	11	1,971	173	9	1,135	1,013	122	11	1,049	951	98	9	929	839	90	10	646	568	78	12
Abra	12	315	262	83	172	158	16	9	174	152	22	13	148	130	18	12	87	81	6	7
Batanes	12	7,554	624	8	5,559	4,995	564	11	4,307	3,736	571	13	3,260	2,758	402	12	2,084	1,847	237	11
Batanga	12	5,429	413	8	2,765	2,466	299	11	1,773	1,561	212	12	1,313	1,145	168	13	1,472	1,359	113	24
Sulu	12	8,636	749	9	6,704	5,861	843	13	5,823	4,817	706	13	4,469	3,805	669	15	2,606	2,245	361	14
Bulacan	13	6,295	546	9	4,636	4,171	465	10	4,071	3,507	564	14	3,295	2,825	470	14	2,019	1,725	294	15
Rizal	13	2,047	178	9	1,509	1,315	194	13	1,126	977	149	13	995	862	133	13	660	553	107	16
Romblon	13	2,589	206	8	6,669	5,772	897	13	4,820	4,088	732	15	3,393	2,757	606	18	1,980	1,620	310	16
Albay	14	17,809	1,529	9	13,957	12,305	1,652	12	10,552	9,019	1,533	15	8,315	6,983	1,332	16	4,942	4,150	792	16
Cebu	14	7,673	653	9	6,060	5,188	872	14	4,971	4,317	654	13	3,402	3,364	658	16	2,738	2,334	404	15
Laguna	14	2,449	209	9	1,787	1,601	186	10	1,415	1,203	212	15	967	817	150	16	571	472	99	17
Mindoro	14	2,449	209	9	1,787	1,601	186	10	1,415	1,203	212	15	967	817	150	16	571	472	99	17

Pampanga.....	14	7,483	6,275	1,208	16	6,084	5,158	928	15	4,614	3,996	618	13	3,101	3,613	488	16	2,028	1,747	281	14
Tarlac.....	14	5,723	4,892	881	15	4,261	3,721	540	13	3,471	2,995	476	14	2,799	2,418	381	14	1,920	1,651	289	16
Ilocos Norte.....	15	7,083	5,564	1,469	21	4,610	3,931	679	15	4,017	3,394	623	16	3,260	2,807	453	14	2,262	1,959	303	13
Yavabas.....	15	8,870	7,387	1,483	17	6,272	5,398	874	14	5,951	5,022	929	16	4,467	3,803	664	15	2,640	2,261	379	14
Camarines Norte.....	16	1,532	1,279	253	17	1,157	960	197	17	888	695	193	22	695	560	135	19	377	337	40	11
Camarines Sur.....	16	5,506	4,719	787	14	3,963	3,316	647	16	2,898	2,402	496	17	2,138	1,766	372	17	1,369	1,114	255	19
Capiz.....	16	7,334	5,979	1,355	18	6,119	5,090	1,029	17	4,743	3,942	801	17	3,809	3,195	614	16	2,340	1,979	361	15
Sorsogon.....	16	5,024	4,177	487	17	3,564	2,921	643	18	2,643	2,231	412	16	2,033	1,641	392	19	1,243	1,033	210	17
Bohol.....	17	14,743	12,473	2,270	15	9,309	7,727	1,582	17	7,049	5,787	1,262	18	4,719	3,734	985	21	2,169	1,778	391	18
Mountain.....	17	5,732	4,761	971	17	2,636	2,246	390	15	2,195	1,921	274	12	2,030	1,726	304	15	1,508	1,165	343	23
Occidental Negros.....	17	13,474	10,945	2,529	19	9,095	7,592	1,503	17	7,037	5,905	1,232	18	5,887	4,866	1,021	17	3,419	2,900	519	15
Surigao.....	17	6,513	5,351	1,162	18	3,197	2,708	419	13	2,149	1,738	411	19	1,402	1,206	196	14	673	542	131	19
Antique.....	18	2,685	2,321	354	13	2,107	2,201	506	19	2,600	2,035	565	22	1,789	1,424	365	20	779	596	183	23
Bukidnon.....	18	1,618	1,358	260	16	942	797	146	15	7,706	575	131	19	663	572	91	14	330	194	136	41
Cagayan.....	18	5,993	4,603	1,390	23	4,646	3,762	884	19	3,407	2,884	523	15	2,814	2,373	441	16	1,566	1,320	246	16
Nueva Ecija.....	18	7,099	5,773	1,326	19	5,331	4,547	784	15	4,469	3,792	677	15	4,009	3,249	760	19	2,792	2,215	577	21
Agusan.....	19	2,679	2,109	570	21	1,786	1,467	319	18	1,381	1,155	226	16	1,200	935	265	22	706	540	166	24
Lanao.....	20	1,225	994	231	19	733	582	151	21	622	498	124	20	542	425	117	22	307	242	65	21
Oriental Negros.....	20	6,827	5,386	1,441	21	4,758	3,832	926	19	3,161	2,549	612	19	2,622	2,064	558	21	1,626	1,305	221	20
Samar.....	20	7,803	6,190	1,613	21	4,949	3,999	950	19	4,127	3,260	867	21	3,352	2,687	665	20	2,150	1,702	448	21
Zamboanga.....	21	4,361	3,371	990	23	2,414	1,957	457	19	1,940	1,584	356	18	1,690	1,248	442	26	772	630	142	18
Davao.....	23	3,535	2,693	842	24	1,850	1,461	389	21	1,301	1,094	204	16	1,001	663	338	34	371	253	108	29
Nueva Vizcaya.....	25	1,802	1,299	503	28	1,063	801	262	25	937	733	204	22	831	651	180	22	546	414	132	24
Cotabato.....	30	2,611	1,797	814	31	1,287	850	437	34	964	633	331	34	623	474	149	24	369	266	103	28
Total.....	13	298,056	256,195	41,861	14	216,554	189,367	27,187	13	173,772	150,782	22,990	13	138,587	118,933	19,654	14	84,491	72,608	11,883	14
Central Luzon Agricultural School.....	7																				
Philippine Nautical School.....	14																				
Philippine Normal School.....	11	141	134	7	5	121	110	11	9	144	122	22	15	127	112	15	12	52	48	4	8
Philippine School of Arts and Trades.....	24																				
Grand total.....	13	298,197	256,329	41,868	14	216,675	189,477	27,198	13	173,916	150,904	23,012	13	138,714	119,045	19,669	14	84,543	72,656	11,887	14

No. VI.—Enrolment, Pupils Dropped, and Percentage of Pupils Dropped—Continued

Division	Sixth Grade				Seventh Grade				First Year				Second Year				Third Year				Fourth Year			
	Annual Enrol- ment	March Enrol- ment	Number of Pu- pils Dropped	Percentage Dropped	Annual Enrol- ment	March Enrol- ment	Number of Pu- pils Dropped	Percentage Dropped	Annual Enrol- ment	March Enrol- ment	Number of Pu- pils Dropped	Percentage Dropped	Annual Enrol- ment	March Enrol- ment	Number of Pu- pils Dropped	Percentage Dropped	Annual Enrol- ment	March Enrol- ment	Number of Pu- pils Dropped	Percentage Dropped	Annual Enrol- ment	March Enrol- ment	Number of Pu- pils Dropped	Percentage Dropped
Manila.....	5,449	5,190	259	5	4,464	4,268	196	4	3,611	3,365	246	7	2,081	1,880	151	7	1,256	1,165	91	7	855	832	23	3
Isabela.....	1,011	1,030	81	8	708	619	89	13	338	338	38	10	388	328	40	11	227	219	219	5	152	147	5	3
Pangasinan.....	4,229	3,921	308	7	3,212	2,989	279	9	1,555	1,166	388	25	1,404	1,074	86	6	1,137	1,074	63	6	882	834	48	5
Leyte.....	2,443	2,296	147	6	1,646	1,557	89	5	953	878	75	8	604	568	36	6	251	234	17	7	130	127	3	2
Zambales.....	786	738	48	6	612	580	32	5	198	190	8	4	138	133	5	4	80	75	5	6	90	86	4	4
Batanes.....	378	340	38	10	273	250	23	8	133	125	8	6	115	110	5	4	87	81	6	7	53	50	3	6
Misamis.....	1,122	993	129	11	741	672	69	9	194	172	22	11	98	79	19	19	45	45	45	10	39	39	—	—
Union.....	1,222	1,148	74	6	1,095	1,016	79	7	652	582	70	11	476	450	26	5	312	292	20	6	214	214	—	—
Cavite.....	987	908	79	8	705	647	58	8	357	341	16	4	291	266	25	9	211	195	16	8	167	163	4	2
Marinduque.....	404	376	28	7	353	345	8	2	223	208	15	7	119	111	8	7	68	64	4	6	61	60	1	2
Palawan.....	275	232	43	16	225	194	31	14	107	87	20	19	103	82	21	20	37	33	4	11	21	21	—	—
Ilocos Sur.....	1,693	1,510	183	11	1,250	1,082	168	13	733	614	119	16	598	547	51	9	443	411	32	7	405	372	33	8
Iloilo.....	2,823	2,552	271	10	2,188	2,014	174	8	1,300	977	323	25	763	676	87	11	574	474	100	17	474	454	20	4
Masbate.....	307	273	34	11	240	216	24	10	143	131	12	8	72	67	5	7	25	25	5	3	23	23	—	—
Abra.....	606	389	217	36	348	298	50	14	267	261	6	2	209	139	10	5	146	141	5	3	111	108	3	3
Batanes.....	72	63	9	13	62	58	4	6	68	64	4	6	25	25	—	—	11	11	—	—	166	162	4	2
Batangas.....	1,392	1,251	141	10	1,165	1,070	95	8	432	405	27	6	367	349	18	5	299	285	14	5	166	162	4	2
Butuan.....	294	245	49	17	180	154	26	14	74	64	10	14	45	39	6	13	16	16	1	6	16	16	—	—
Bulacan.....	1,550	1,389	161	10	1,236	1,163	73	6	432	380	52	12	302	274	28	9	238	203	35	15	113	105	8	7
Rizal.....	1,101	997	104	9	801	739	62	8	405	332	73	18	333	279	54	16	202	171	31	15	158	133	25	16
Romblon.....	384	333	51	13	287	257	30	10	172	158	14	8	110	104	6	5	73	67	6	8	38	37	1	3
Albay.....	1,204	1,044	160	13	783	688	95	12	497	415	82	16	329	284	45	14	259	229	30	12	154	141	13	8
Cebu.....	3,562	3,094	468	13	2,825	2,363	462	16	1,645	1,347	298	18	963	875	78	8	605	556	49	8	304	293	11	4
Laguna.....	1,650	1,540	105	9	1,356	1,245	111	8	433	370	63	15	277	255	22	8	172	146	26	15	130	127	3	2
Mindoro.....	362	317	45	12	277	255	22	8	112	109	3	3	117	104	13	11	76	68	8	11	36	35	1	3
Pampanga.....	1,387	1,298	89	6	1,090	1,008	82	8	603	543	60	10	482	460	22	5	351	335	16	5	300	290	10	3
Tarlac.....	1,331	1,171	160	12	1,026	886	140	14	456	395	61	13	293	261	32	11	251	228	23	9	137	129	8	6
Ilocos Norte.....	1,439	1,289	150	10	1,051	944	107	10	914	753	161	18	695	641	54	8	470	441	29	6	366	352	14	4
Yavos.....	1,721	1,535	186	11	1,232	1,125	107	9	378	346	32	8	246	234	12	5	132	122	10	8	84	80	4	5
Camarines Norte.....	225	213	12	5	170	157	13	8	96	92	4	4	79	79	—	—	52	47	5	10	35	32	3	9
Camarines Sur.....	854	723	131	16	665	571	94	14	328	300	28	9	274	254	20	7	269	229	40	15	158	147	11	7
Capiz.....	1,478	1,299	179	12	1,114	995	119	11	462	387	75	16	293	272	21	7	201	173	28	14	146	146	—	6

Sorsogon.....	853	779	74	9	841	728	113	13	323	285	38	12	243	228	15	6	105	93	12	11	49	47	2	4
Bohol.....	1,484	1,248	236	16	1,231	1,017	214	17	661	568	92	14	384	348	36	9	178	155	23	13	87	84	3	3
Mountain.....	828	641	187	23	407	353	54	13	285	213	72	25	224	176	48	21	143	105	38	27	104	88	16	15
Occidental Negros.....	2,053	1,763	290	14	1,428	1,253	175	12	404	375	29	7	291	280	11	4	151	142	9	6	170	160	10	6
Surigao.....	346	294	52	15	173	139	34	20	143	106	37	26	58	50	8	14	27	24	3	11	16	16		
Antique.....	535	441	94	18	432	361	71	16	235	207	28	12	165	150	15	9	111	105	6	5	69	68	1	1
Bukidnon.....	188	144	44	23	78	52	26	33	64	47	17	27	45	41	4	9	19	19			16	16		
Cagayan.....	1,108	979	129	12	893	791	102	11	457	337	120	26	920	283	37	12	154	128	26	17	128	118	10	8
Nueva Ecija.....	1,819	1,533	286	16	1,434	1,190	244	17	530	386	144	27	378	272	106	28	313	245	68	22	209	196	13	6
Agusan.....	364	300	64	18	258	228	30	12	141	115	26	19	111	94	17	15	33	31	2	6				
Lanao.....	230	181	49	21	133	107	26	20	102	77	25	25	54	47	7	13	18	17	1	6				
Oriental Negros.....	1,080	873	207	19	776	627	149	19	411	310	101	25	313	269	44	14	148	115	33	22	48	43	5	10
Samar.....	1,450	1,213	237	16	987	829	153	16	386	351	35	9	256	227	29	11	133	116	17	13	80	76	4	5
Zamboanga.....	478	393	85	18	380	316	64	17	139	112	27	19	87	75	12	14	41	40	1	2	35	32	3	9
Davao.....	212	186	26	12	168	140	28	17	70	63	7	10	41	38	3	7	37	35	2	5	19	17	2	11
Nueva Vizcaya.....	352	251	101	29	193	149	44	23	216	147	69	32	120	97	23	19	90	78	12	13	29	26	3	10
Cotabato.....	258	208	50	19	146	120	26	18	75	59	16	21	53	44	9	17								
Total.....	57,424	51,024	6,400	11	43,344	38,775	4,569	11	23,067	20,042	3,025	13	15,748	14,318	1,430	9	10,277	9,302	975	9	7,086	6,742	344	5
Central Luzon Agri-cultural School.....																								
Philippine Nautical School.....									212	195	17	8	239	226	13	5	175	158	17	10	133	128	5	4
Philippine Normal School.....																	23	19	4	17	13	12	1	8
Philippine School of Arts and Trades.....	127	122	5	4	93	88	5	5	101	90	11	11	55	51	4	7	540	494	46	9	634	537	97	15
Grand total.....	57,551	51,146	6,405	11	43,437	38,863	4,574	11	23,775	20,574	3,201	13	16,257	14,762	1,495	9	11,147	10,102	1,045	9	8,028	7,560	468	6

A summary based on the annual enrolment and the March monthly enrolment of each school year showing the percentage of pupils dropped during the last five school years.

School Year	Percentage Dropped				School Year	Percentage Dropped			
	Primary	Interme- diate	Secondary	Total		Primary	Interme- diate	Secondary	Total
1922-23	15.44	13.66	10.75	15.06	1925-26	15.69	16.16	12.73	15.62
1923-24	16.49	14.34	10.19	15.95	1926-27	13.51	12.32	10.49	13.13
1924-25	16.25	14.23	9.52	15.63					

In Table VI, the divisions are listed according to the percentage of pupils dropped, the division with the smallest percentage being listed first.

The median percentage of withdrawals for the Islands was 14.58.

No. VII.—*Percentage of Pupils Promoted*

A table showing, by grades, by divisions, and for the Islands, the percentage of pupils promoted, based on the corrected enrolment¹ for March, 1927.

Division	All Grades and Years	Percentage Promoted										Total Intermediate	First Year	Second Year	Third Year	Fourth Year	Total Secondary
		First Grade	Second Grade	Third Grade	Fourth Grade	Total Primary	Fifth Grade	Sixth Grade	Seventh Grade								
Isabela	83.58	91.25	93.73	93.21	94.46	92.95	93.37	96.75	96.28	95.11	94.08	96.65	95.89	97.28	95.74		
	89.06	80.35	90.76	90.39	91.77	87.64	93.85	95.21	99.31	96.15	81.05	84.21	77.33	90.70	83.06		
	89.01	89.02	91.78	93.25	93.85	91.87	91.74	87.81	92.05	90.48	84.40	74.89	73.57	93.03	72.85		
	88.77	82.41	85.51	90.60	94.69	86.89	94.79	93.07	97.22	95.48	88.03	91.96	97.61	93.62	93.00		
	88.14	78.47	89.22	91.10	91.95	86.52	94.35	95.59	97.60	95.49	93.60	80.91	67.90	98.00	84.70		
Sorsogon	86.95	79.51	88.51	87.34	93.06	85.54	91.50	93.96	96.84	93.75	74.39	89.04	95.70	100.00	84.38		
	86.85	82.37	87.75	89.02	88.92	86.72	83.47	88.70	90.75	86.89	80.58	80.58	84.59	92.99	78.36		
	86.37	79.09	86.13	87.63	89.42	84.62	94.16	95.51	99.59	96.55	77.11	72.40	81.29	90.23	75.24		
	85.99	74.59	87.87	89.96	91.03	84.19	91.20	94.36	96.45	93.46	83.70	89.40	83.16	93.21	86.51		
	85.33	75.83	86.48	88.22	90.89	83.47	89.31	92.19	98.70	91.17	98.33	96.06	87.77	97.23	94.95		
Camarines Sur	85.22	73.76	82.80	87.05	91.15	82.29	93.46	95.29	99.36	94.52	95.60	97.37	95.38	96.93	96.27		
	84.87	78.08	84.66	87.27	89.43	83.93	89.84	93.44	95.83	92.42	70.32	76.48	71.73	81.94	74.23		
	84.87	75.91	85.25	89.79	87.82	83.08	93.89	96.41	96.49	95.21	59.73	82.86	81.69	95.63	75.76		
	84.66	80.90	85.66	85.87	93.71	83.65	88.09	90.63	94.91	90.28	86.51	88.38	77.73	93.62	86.06		
	84.44	77.56	82.83	87.39	93.67	83.02	94.91	98.96	95.37	96.23	62.60	77.61	92.00	78.26	71.14		
Camarines Norte	83.85	77.72	86.14	87.86	79.58	82.26	85.88	88.89	87.26	87.10	96.74	97.47	97.87	96.88	97.20		
	83.72	74.85	82.24	86.84	86.86	81.35	91.63	93.92	95.87	93.30	85.53	91.24	83.46	97.14	89.09		
	83.45	79.42	86.68	88.76	84.66	84.56	80.89	81.03	83.89	81.47	72.11	67.01	85.67	88.46	75.57		
	83.22	74.75	83.48	83.99	89.52	81.23	91.07	91.89	97.25	92.75	83.79	82.69	91.18	100.00	86.71		
	83.04	73.51	83.56	82.52	84.38	80.29	85.88	93.20	92.88	89.89	88.76	88.48	92.94	94.89	90.74		
Tarlac	82.91	72.55	84.10	85.28	90.48	81.38	86.91	90.92	90.63	89.08	81.01	87.36	70.61	94.57	82.03		
	81.60	70.20	80.70	83.18	82.65	79.73	86.02	92.05	92.36	89.28	80.36	84.56	80.92	91.78	83.33		
	80.66	76.32	78.39	80.26	82.18	78.95	83.80	89.58	91.40	87.58	73.89	85.16	91.41	94.07	82.91		
	80.58	78.85	82.67	84.24	80.32	81.38	82.64	80.96	70.86	79.12	72.09	75.80	80.26	87.89	77.71		
	80.52	66.68	81.84	85.67	91.29	77.74	94.19	96.28	96.79	95.39	90.43	88.56	91.08	93.21	90.54		
Laguna	80.49	72.43	78.56	82.31	83.93	78.47	84.54	91.47	89.96	87.92	78.92	79.61	86.30	93.70	82.41		
	80.03	75.36	80.99	82.35	82.35	80.11	72.81	81.95	80.54	77.21	82.28	92.31	89.55	97.30	87.93		
	79.96	66.83	82.84	83.11	85.32	77.07	84.22	88.52	91.95	87.35	83.52	80.90	91.49	90.74	85.47		
	79.80	85.34	77.04	76.60	76.38	79.34	73.97	91.55	91.64	83.97	56.25	90.09	93.06	96.67	74.94		
	78.87	67.75	78.48	79.11	86.25	76.90	82.64	90.41	86.43	85.81	88.41	91.33	87.62	100.00	90.57		
Antique	78.43	68.14	77.05	84.19	86.58	76.18	92.76	94.52	93.01	88.34	68.77	62.03	88.89	92.31	73.18		
	78.37	68.54	79.91	78.73	83.41	75.69	83.41	91.04	91.20	93.09	59.15	97.01	87.10	93.75	91.30		
	77.92	68.69	75.67	81.91	79.62	74.94	82.22	97.00	99.12	89.98	72.35	100.00	87.10	96.25	96.25		
	77.79	71.34	77.97	79.83	80.36	76.36	83.23	83.97	86.03	84.14	75.38	81.49	85.25	89.76	78.96		
	77.72	71.62	80.92	77.71	77.24	75.09	76.60	86.81	86.13	82.01	87.75	93.39	96.55	97.37	91.69		

76.98	68.24	77.96	81.90	77.31	74.30	80.65	90.44	90.43	85.88	84.19	85.87	79.13	88.46	84.34
73.88	60.51	77.60	79.21	82.78	71.39	88.81	81.27	91.15	90.16	79.40	83.05	74.19	96.43	81.04
73.81	68.09	71.61	79.21	82.78	72.01	78.56	81.34	80.34	79.85	65.80	83.09	69.80	88.78	75.07
73.63	64.85	73.33	73.99	76.42	70.94	78.31	86.74	83.68	82.11	72.75	76.04	80.73	85.80	77.14
72.65	63.76	67.19	74.75	76.46	63.31	82.37	80.27	91.24	85.85	81.61	78.05	96.97	100.00	84.30
Palawan														
67.47	53.82	72.44	73.63	72.31	65.71	72.84	79.37	72.41	74.75	57.81	68.00	100.00	65.00	65.00
Batanes														
67.04	54.02	66.81	72.39	76.62	63.93	81.16	92.20	85.76	85.50	61.61	72.00	87.50	90.63	72.20
Zamboanga														
65.80	51.16	67.54	74.73	76.12	62.00	82.25	89.20	82.50	84.73	96.61	97.73			97.09
Cotabato														
64.76	50.99	72.06	73.83	76.66	62.65	82.78	86.10	86.33	84.29	83.96	90.00	91.67	93.75	87.24
Surigao														
61.89	41.59	59.56	71.76	71.06	56.76	80.00	81.62	74.77	79.52	85.71	87.23	100.00	87.94	
Lanao														
Sulu														
59.34	45.09	61.61	71.82	74.80	56.72	83.43	93.17	92.21	88.37	70.63	89.74	100.00	92.54	
Mountain														
57.09	37.54	57.73	64.17	66.14	51.27	69.55	81.58	91.22	78.18	75.12	88.07	94.29	98.86	86.08
Davao														
59.72	45.24	63.01	66.73	68.53	56.26	85.41	81.73	84.29	83.98	98.41	100.00	97.14	100.00	98.69
Bukidnon														
53.62	36.06	58.38	59.60	56.65	49.09	78.97	74.31	98.08	79.80	93.62	97.56	94.74	100.00	95.93
Total														
80.58	70.96	81.05	83.57	85.06	78.63	86.94	90.11	90.39	88.75	76.93	83.31	83.91	92.19	82.07
Central Luzon														
Agricultural School														
95.33														
96.77														
Philippine Nautical School														
86.29	75.00	88.03	86.61	91.45	84.83	80.00	65.32	97.75	79.21	75.56	74.51	87.65	92.47	88.60
Philippine Normal School														
80.85														
Philippine School of Arts and Trades														
Grand total														
80.60	70.96	81.05	83.57	85.07	78.63	86.93	90.05	90.40	88.73	76.99	83.46	84.45	92.20	82.40

¹ The corrected enrolment is the sum of the March monthly enrolment plus the number of pupils promoted during the year.

2 The corrected enrollment is the sum of the
3 promotions in two schools are not included.

In the above table, divisions are listed according to the percentage of pupils (of all grades) promoted, the percentage being figured on the basis of the corrected enrolment.

The median percentage of pupils promoted for the Islands was 81.17.

A summary showing, for the Islands, for the last five school years, the percentage of primary, intermediate, and secondary promotions, based on the monthly enrolment for March of each year.

School Year	Percentage Promoted				School Year	Percentage Promoted			
	Primary	Interme- diate	Secondary	Total		Primary	Interme- diate	Secondary	Total
1922-23	69.08	75.20	73.67	70.07	1925-26	79.63	90.81	82.39	81.61
1923-24	71.69	77.33	76.98	72.73	1926-27 ^a	78.63	88.73	82.40	80.60
1924-25	74.40	81.29	74.41	75.49					

^a Based on the correct enrolment.

Using the March monthly enrolment for 1927, the promotions for all grades would have been 82.27 per cent as compared with 81.61 per cent for 1925-1926, using a similar basis.

Mountain.....	19	34	47	12	88	29	7	93	10	90	17	83	18
Nueva Ecija.....	39	41	20	25	57	29	19	52	17	58	29	42	32
Nueva Vizcaya.....	41	31	28	19	43	21	28	51	20	65	25	43	34
Occidental Negros.....	52	29	19	38	34	30	29	41	33	44	39	32	47
Oriental Negros.....	44	42	14	25	54	26	26	43	37	42	30	36	38
Palawan.....	8	31	61	7	89	25	11	89	9	91	4	80	15
Pampanga.....	46	36	18	35	41	41	31	44	33	36	32	34	39
Pangasinan.....	12	12	76	7	86	5	4	91	4	90	29	45	32
Rizal.....	52	30	18	37	34	28	52	20	43	29	36	25	46
Romblon.....	24	34	42	37	59	13	23	74	38	59	12	55	28
Samar.....	18	45	37	28	69	4	27	69	35	62	8	58	27
Sorsogon.....	53	37	10	13	63	38	31	31	31	29	40	33	39
Sulu.....	32	33	35	27	64	13	25	62	14	83	14	27	23
Surigao.....	22	42	36	19	73	22	33	45	18	59	17	31	26
Tarlac.....	35	35	30	25	65	20	20	60	27	56	22	50	44
Tayabas.....	44	40	16	25	43	32	39	39	65	19	33	40	39
Union.....	47	31	22	33	25	30	31	39	24	48	35	28	40
Zambales.....	24	47	29	30	49	33	26	41	45	35	25	37	38
Zamboanga.....	24	38	38	23	75	3	16	81	18	82	9	66	21
Total.....	38	38	24	26	54	20	28	52	30	54	25	44	33
Central Luzon Agricultural School.....													
Philippine Nautical School.....													
Philippine Normal School.....		100		100			100		100		100		38
Philippine School of Arts and Trades.....													
Grand total.....	38	38	24	26	54	20	28	52	30	54	25	44	33

No. VIII.—*Size of Classes*—Continued

Division	Intermediate													Median Size of Classes
	Percentage of Classes with Enrolment of—													
	Grade V			Grade VI			Grade VII			Total				
	50-69	30-49	5-29	50-69	30-49	5-29	50-69	30-49	5-29	50-69	30-49	5-29		
Abra.....		69	31		77	23		54	45		67	33	39	
Agusan.....	13	25	62		13	12		25	38		27	25	48	
Albay.....	53	47			54			41	45	14	4	48	4	
Antique.....	8	80	12		20	40		64	36		9	65	26	
Bataan.....	6	44	50		8	42		45	55		5	44	51	
Batanes.....		17	83			100		100				75	14	
Batangas.....	38	53	9		65	15		17	57		27	57	16	
Bohol.....	12	71	17		12	74		14	58		13	68	44	
Bukidnon.....		26	74		5	95			1			19	40	
Bulacan.....	8	87	5		7	89	4	3	84	13	7	86	26	
Cagayan.....		77	6		50	27		24	56	20	20	64	46	
Camarines Norte.....	17	40	40		38	13		60	40	20	31	26	44	
Camarines Sur.....	52	44	4		32	59	9	19	56	25	37	52	41	
Capiz.....	52	44	4		28	60	12	25	59	16	38	53	43	
Cavite.....	40	51	9		21	64	15	21	74	5	29	61	47	
Cebu.....	27	62	11		6	65	29	18	61	21	21	63	41	
Cotabato.....		41	59			22	78		50	50		38	24	
Davao.....	7	23	70		13	87	14			86	6	16	24	
Ilocos Norte.....	31	63	6		35	57	8	9	72	19	27	63	18	
Ilocos Sur.....	32	51	17		18	64	18	16	71	13	23	61	43	
Iloilo.....		44	4		58	10	19	69	12	37	55	8	42	
Isabela.....	21	76	3		15	75	10	29	47	24	21	71	47	
Laguna.....	14	81	5		19	74		76	24	12	78	10	42	
Lanao.....	5	22	73			83	80	20	8	20	27	63	18	
Leyte.....	72	28			55	2	44	51	5	60	38	2	53	
Manila.....		87			12	87	1	8	88	4	11	87	46	
Marinduque.....	36	64			44	56		25	62	13	36	61	39	
Masbate.....	29	71			20	60	20	28	29	43	26	58	41	
Mindoro.....	5	52	43		7	66	29	71	29	71	4	38	26	
Misamis.....	4	88	8		3	94	3		100	3	3	92	45	

Mountain.....	15	85	21	79	20	80	18	82	16
Nueva Ecija.....	37	56	38	6	63	16	45	6	49
Nueva Vizcaya.....	35	22	63	40	40	20	41	18	48
Occidental Negros.....	99	7	91	9	3	3	1	3	44
Oriental Negros.....	38	11	64	29	27	18	30	52	43
Palawan.....	4	88	6	94	8	84	6	88	12
Pampanga.....	88	12	3	14	85	15	1	14	41
Pangasinan.....	32	31	67	2	33	47	53	49	49
Rizal.....	47	12	37	10	19	38	38	49	44
Romblon.....	23	23	100			14	10	14	41
Samar.....	8	82	5	22	3	25	6	77	38
Sorsogon.....	36	60	40	40	47	41	59	38	51
Sulu.....	50	50	60			50	3	53	39
Surigao.....	8	32	88	12		17	4	89	45
Tarlac.....	41	7	67	19	4	89	23	66	44
Tayabas.....	22	74	73	8	25	58	22	70	43
Union.....	72	4	32	6	43	43	62	31	55
Zambales.....	28	60	65	12	12	75	22	66	44
Zamboanga.....	17	56	29	59	10	45	14	55	26
Total.....	29	14	62	17	16	65	24	60	44
Central Luzon Agricultural School.....									
Philippine Nautical School.....									
Philippine Normal School.....	100		100			100		100	43
Philippine School of Arts and Trades.....									
Grand total.....	29	14	62	17	16	65	24	60	44

No. VIII.—Size of Classes—Continued

Division	Secondary														Median size of classes	
	Percentage of Classes with Enrolment of—															
	First Year			Second Year			Third Year			Fourth Year			Total			
	50-69	30-49	5-29	50-69	30-49	5-29	50-69	30-49	5-29	50-69	30-49	5-29	50-69	30-49		5-29
Abra	100					17			75			25		86	14	41
	25	75			100			100					11	89		43
		100			100			100						100		43
		100			100			100						100		38
		100			100			100						100		34
		100			100			67						91	9	
Batanes	50		50			100					100			17	83	19
	100					11								97	3	38
	80	30			70			89			11			77	23	36
	14	86			22			7			93			77	23	23
	100										100			14	86	23
											100			94	6	42
								86								
Cagayan	100				29			83			17			79	14	46
	67	33			71			100						87	13	33
	29	71			100				16					87		42
					100			84					13	83		7
					87			100						93		43
					75									75	25	39
								71			29					
Cebu	90	10			100			100						95	5	43
														60	40	31
	100				20			100						38	62	28
					50									2		41
					100			100								
					100			100								
Ilocos Norte	95	5			100			100						98		42
					18			92			9			86	12	
Iloilo	100							94						99	1	42
								100						87	13	41
	100				100			71			29			100		42
					100			100						109		43
								100						17	33	43
								100						64	7	47
Manila	99							97			3			98	1	42
								100						100		30
								100						87	13	41
								100						38	62	29
								25						92		
								100								

Mountain.....	29	71	100	---	25	50	25	---	67	33	16	78	6	37
Nueva Ecija.....	100	---	100	---	100	100	---	---	100	---	---	100	---	42
Nueva Vizcaya.....	100	---	50	---	33	33	67	---	33	67	---	57	43	32
Occidental Negros.....	33	---	75	---	66	34	---	80	20	---	---	100	---	44
Oriental Negros.....	70	30	100	---	---	80	20	---	33	67	---	76	24	42
Palawan.....	---	100	100	---	---	---	100	---	---	100	---	25	75	27
Pampanga.....	87	13	69	31	---	73	27	---	89	11	---	81	19	40
Pangasinan.....	100	---	100	---	100	100	---	---	100	---	---	100	---	39
Rizal.....	85	15	89	11	---	83	17	---	80	20	---	85	15	40
Romblon.....	80	20	50	50	---	100	---	---	100	---	---	75	25	36
Samar.....	82	18	57	43	---	100	---	---	75	25	---	78	22	38
Sorsogon.....	80	20	100	---	---	100	---	---	100	---	---	91	9	43
Sulu.....	100	---	100	---	---	100	100	---	---	100	---	67	33	33
Surigao.....	100	---	100	---	---	100	---	---	100	---	---	86	14	39
Tarlac.....	100	---	100	---	---	100	---	---	80	20	---	96	4	42
Tayabas.....	100	---	100	---	---	100	---	---	100	---	---	100	---	40
Union.....	100	---	83	7	---	89	---	---	86	---	---	91	9	43
Zambales.....	100	---	75	25	---	100	---	---	100	---	---	93	7	36
Zamboanga.....	20	40	25	75	---	---	100	---	---	100	7	21	72	27
Total.....	3	89	88	10	1	90	9	2	87	11	2	89	9	41
Central Luzon Agricultural School.....	---	---	100	---	---	100	---	---	100	---	---	100	---	40
Philippine Nautical School.....	---	---	---	---	---	---	100	---	---	100	---	---	100	20
Philippine Normal School.....	7	80	75	25	4	94	2	2	92	6	3	89	8	42
Philippine School of Arts and Trades.....	---	100	100	---	---	100	---	---	100	---	---	100	---	41
Grand total.....	3	89	88	10	1	90	9	2	87	11	2	89	9	41

No. IX.—*Classification of Teachers*¹

A table showing, for the Islands, the classification and number of American teachers, and the classification and number of Filipino municipal, provincial, and insular teachers on duty on September 1, 1927.

Classification		Ameri- can	Filipino			Total
			Insular	Provin- cial	Munic- ipal	
PRIMARY:						
Classroom teachers	Male	1	10	43	8,524	8,578
	Female	18	24	20	8,463	8,525
	Total	19	34	63	16,987	17,103
Principals	Male		90	2	178	270
	Female	1	17		19	37
	Total	1	107	2	197	307
INTERMEDIATE:						
Classroom teachers	Male	2	57	90	3,405	3,554
	Female	11	25	31	2,017	2,084
	Total	13	82	121	5,422	5,638
Principals	Male		325	9	363	697
	Female	2	71		21	94
	Total	2	396	9	384	791
SECONDARY:						
Classroom teachers	Male	45	293	454	77	869
	Female	151	97	182	75	505
	Total	196	390	636	152	1,374
Principals	Male	32	55	5		92
	Female	14				14
	Total	46	55	5		106
SUPERVISING TEACHERS	Male	11	440		2	453
	Female		4			4
	Total	11	444		2	457
SUPERVISORS OF INDUSTRIAL INSTRUCTION		Male	56	1	5	62
ACADEMIC SUPERVISORS	Male		50		2	52
	Female	1	2		7	10
	Total	1	52		9	62
SUPERVISORS OF HOME ECONOMICS		Female	15	2	1	18
OTHER DIVISION SUPERVISORS	Male	2	13	3		18
	Female		12	4		16
	Total	2	25	7		34

¹ Data for Batanes are for July, 1927; for Dumarán, Palawan, for 1926.

No. IX.—*Classification of Teachers*—Continued

Classification	Ameri- can	Filipino			Total
		Insular	Provin- cial	Munic- ipal	
TEACHERS ON SPECIAL DETAIL {	Male.....	3	7	-----	10
	Female.....	-----	9	-----	9
	Total.....	3	16	-----	19
TOTAL.....	Male.....	96	1,396	607	14,655
	Female.....	198	276	239	11,316
	Total.....	294	1,672	846	25,971

NOTE.—Matrons of dormitories are classified as classroom teachers, and supervising teachers of hygiene and sanitation as other division supervisors.

No. X.—Educational Qualifications of Filipino Elementary Teachers

A table showing, by divisions and for the Islands, the years of school completed by all Filipino elementary teachers employed on August 1, 1927.

Division	Years of School Completed										Total Secondary Graduates	Percentage of Sec- ondary Graduates
	Below Secondary Level	Secondary Level										
		Normal Schools				All Other Secondary Schools						
		First Year	Second Year	Third Year	Fourth Year	First Year	Second Year	Third Year	Fourth Year			
Seventh Grade or Less	Percentage Below Sec- ondary Level											
Abra.....	1	49	25	3	3	9	19	16	-----	79	88	43.35
Agusan.....	34	15.60	2	4	3	5	47	60	12	27	32	14.68
Albay.....	121	20.13	10	47	14	99	57	50	13	110	209	34.78
Antique.....	67	20.74	-----	-----	-----	-----	51	51	15	95	95	29.41
Bataan.....	41	25.00	1	1	1	1	16	13	5	54	55	33.54
Batanes.....	1	2.13	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Batangas.....	216	34.45	-----	3	1	2	9	13	4	2	145	8.51
Bohol.....	133	13.78	1	2	1	3	344	213	26	122	155	24.72
Bukidnon.....	20	16.67	-----	-----	-----	3	18	15	9	33	125	12.95
Bulacan.....	61	8.53	-----	3	-----	2	218	136	35	170	36	30.00
Cagayan.....	78	14.74	1	15	9	18	75	64	18	180	198	24.06
Camagines Norte.....	8	6.96	-----	-----	-----	-----	13	26	12	35	155	37.63
Camagines Sur.....	65	15.78	3	22	3	21	63	31	14	119	140	30.43
Capiz.....	97	15.52	10	14	10	27	74	84	44	169	196	33.98
Cavite.....	133	31.59	-----	-----	2	-----	42	37	8	104	104	31.36
Cebu.....	181	12.69	22	34	23	110	346	165	60	312	422	24.70
Corabato.....	34	15.89	10	5	4	8	32	10	29	29	29	29.59
Davao.....	35	13.78	2	6	5	27	39	27	9	66	37	36.61
Ilocos Norte.....	66	11.42	19	10	6	166	39	18	2	129	93	51.04
Ilocos Sur.....	44	6.83	15	20	5	165	61	33	12	176	295	52.95
Iloilo.....	184	15.30	44	62	11	132	104	75	40	377	509	42.31
Isabela.....	18	4.80	-----	-----	-----	-----	52	52	8	40	182	49.07
Laguna.....	104	14.38	-----	2	4	3	126	99	33	182	259	35.82
Lansao.....	32	21.48	1	1	-----	2	34	22	14	24	26	17.45
Leyte.....	169	13.36	16	17	2	14	319	236	87	281	295	23.32

Manila.....	37	2.61	14	41	11	96	44	43	65	316	412	29.12
Marinduque.....	31	17.92			1		14	11	3	80		36.54
Masbate.....	14	7.95			3	10	32	31	3	60	70	39.77
Mindoro.....	51	21.79		4			24	45	12	43	44	18.80
Misamis.....	151	23.78	2	11	4	1	156	84	23	137		23.15
Mountain.....												
Nueva Ecija.....	79	19.27	3	3	1	37	90	45	14	90	127	30.98
Nueva Vizcaya.....	121	19.55	2	3	2	13	86	87	33	173	186	30.05
Occidental Negros.....	177	18.71	9	30	7	17	1	8	4	39	56	37.84
Oriental Negros.....	64	18.76	23	15	7	99	105	113	63	245	344	36.36
Palawan.....				1	3	4	81	94	26	128	132	28.39
Pampanga.....	32	17.30			1		35	28	10	48	48	25.95
Pangasinan.....	11	1.64				2	121	107	64	267	269	40.15
Rizal.....	36	2.94	17	9	3	456	42	18	6	303	789	64.51
Romblon.....	162	25.89	1	1	1	5	90	52	31	124	129	21.98
Samar.....	32	16.58	1			1	24	22	16	61	62	32.12
Sorsogon.....	118	18.97	1				151	92	27	132	132	21.22
Sulu.....	62	15.50			1	3	70	88	32	90	93	23.25
Surigao.....	182	57.08					64	26	6	24	24	7.52
Tarlac.....	60	23.18	2	3	2	3	72	42	13	57	60	20.13
Tayabas.....	83	15.46	5	7	4	62	66	48	10	173	235	43.76
Union.....	129	16.35	8	1		4	135	140	53	224	228	28.90
Zambales.....	62	11.36	2	2	1	23	65	53	17	227	250	45.79
Zamboanga.....	44	14.33				8	30	41	15	118	126	41.04
	8	2.29	6	12	11	28	67	42	61	76	104	29.71
Total.....	3,679	14.61	279	414	172	1,741	3,946	2,994	1,156	6,511	8,252	32.77
Central Luzon Agricultural School.....												
Philippine Nautical School.....												
Philippine Normal School.....						3				1	4	10.26
Philippine School of Arts and Trades.....												
Grand total.....	3,679	14.56	279	414	172	1,744	3,946	2,994	1,156	6,512	8,256	32.68

No. X.—*Educational Qualifications of Filipino Elementary Teachers—Continued*

Years of School Completed												
Division	Collegiate Level											
	Philippine Normal School				College of Education				All Other Colleges			
	First Year	Second Year	Third Year	Fourth Year	First Year	Second Year	Third Year	Fourth Year	Total of Those Who Have Completed More Than Three Years Above Collegiate Level	Percentage of Those of Collegiate Level Who Have Completed More Than Three Years Above Secondary Level	Total College Graduates	Percentage of College Graduates
Abra	5	1			2				8	3.94		
Agusan	4		1						5	2.29		
Albay	11	4							15	2.50		
Antique	4								4	1.24		
Bataan	3	2			2	1			8	4.88		
Batanes		1							1	2.13		
Batangas	9	17	3	1	2		1		31	4.94	1	.16
Bohol	1				1				2	2.21		
Bukidnon						1		2	2	1.67	2	1.67
Bulacan	17	10	2		1				30	4.20		
Cagayan	5	4	1	1	1	2			14	2.65		
Camarines Norte	2								2	1.74		
Camarines Sur	2	1							3	1.73		
Capiz	14	9	2		6				31	4.96		
Cavite	10	20			2	1			33	7.84		
Cebu	1	1	7	1	3	2		2	15	1.05	2	.14
Cotabato		1							5	2.34	1	.47
Davao		1	1		1	4		1	3	1.18		
Ilocos Norte	24	7	4	5		2	1	2	42	7.27	2	.35
Ilocos Sur	16	5						1	21	3.26	1	.16
Iloilo	17	4	3						33	2.74	1	.08
Isabela	2	4				4	2	1	7	1.87		
Laguna					1	1	1		40	5.53		
Lanao	20	16	1	1	1			1	1	.67	1	.67
Leyte			3		4	5			12	.95		

Years of School Completed

Manila	291	114	40	41	40	18	5	3	3	4	494	34.91	22	1.55
Marinduque	4	2						1	1	1	7	4.05	1	.58
Masbate											1	.57		
Mindoro	5			1		1				2	6	2.56	3	1.28
Misamis	2	11					3	1			17	2.68		
Mountain	6	3									10	2.44		
Nueva Ecija	15	15	4	3	1		3	3	2	1	43	6.95	1	.16
Nueva Vizcaya	6	1			1				1	1	9	6.08	1	.68
Occidental Negros	4	8	5	1			9	5			32	3.88		
Oriental Negros							2	7			9	1.94		
Palawan	2	1					1				4	2.16		
Pampanga	4	6								2	10	1.49	2	.30
Pangasinan	83	30			1	3		4	3	2	117	9.57	5	.41
Rizal	39	22	2	1	2		3	2			69	11.75		
Romblon	4	2	2				1				9	4.66		
Samar	2	9					2	3			16	2.57		
Sorsogon	6	6									12	3.00		
Sulu														
Surigao	4	4						2			10	3.36		
Tarlac	19	8									27	5.03		
Tayabas	12	8					5	1			26	3.30		
Union	12	9	1				3	2			27	4.36		
Zambales	5	4									9	2.33		
Zamboanga	2	3						2			7	2.00		
Total	695	373	81	59	45	23	73	58	13	23	1,339	5.32	46	.18
Central Luzon Agricultural School														
Philippine Nautical School														
Philippine Normal School	11									1	11	28.21	1	2.56
Philippine School of Arts and Trades														
Grand total	706	373	81	59	45	23	73	58	13	24	1,350	5.34	47	.19

A table showing, by divisions and for the Islands, the years of school completed by all Filipino secondary teachers employed on August 1, 1927.

[illegible]

Iloilo.....	2	.17	1	2	3	1	3	.25	4	1	1	7	19	1	3	1	9	10	.83	28	2.33
Isabela.....				3				1.87			1	4	4	2	1	4	4	4	1.07	8	2.13
Laguna.....				2				.41	1	1	2	5	2		2	5	2	2	.28	10	1.38
Laos.....															2		5	2	1.34	2	1.34
Leyte.....	2	.16	1	3	2	1	3	.47		2	1	8	7		2	2	10	5	.40	17	1.34
Manila.....																					
Marinduque.....				3			1	.78			25	76	1	3	1	15	4	4	.28	91	6.43
Maabate.....											2	6		2		2	2	2	1.16	3	4.62
Mindoro.....				1				.85						2	4				4	4	2.27
Misamis.....				1			1	.16					4		2	1	2	2	.31	6	2.56
Mountain.....																				5	.79
Nueva Ecija.....	1	.24				1	1	.98	2			1	3	3			5	5	1.22	4	.98
Nueva Vizcaya.....	1	.16		3		3	3	.68	1		1	2	7	2	1	6	4	4	.65	13	2.10
Occidental Negros.....				1		1	1	.11	2			1	1	1		5	2	2	1.35	6	4.05
Oriental Negros.....							1	.43	1		1	7	4		3	1	6	4	.42	13	1.37
Palawan.....															3	1	4	4	.86	3	1.72
Pampanga.....				5	1	1	11	.39	1	3		1	12				3			6	3.24
Pangasinan.....	1	.08			2	2	1	.08	12			8	53				14	4	.60	26	3.88
Rizal.....				4				.68				1	11		1		12	12	.98	71	8.81
Romblon.....														1	2		2	3	1.55	13	2.21
Samar.....	1		1				2	.32		1	1	4	1	2			5	5		6	3.11
Sorsogon.....			1			1			3			1	4	1	2		3	4	.80	9	1.45
Sulu.....				1				.31	1			1	4	1	1	3	4	4	1.00	7	1.75
Surigao.....									1					2			3	3	.94		
Tarlac.....	1	.19					1	.56	1	1		6	6		1		3	2	.67	3	1.01
Tayabas.....				2			1										3	2	.37	9	1.68
Union.....							1	.25				6	5		1		5	1	.13	10	1.27
Zambales.....				2			4	.73				10	4	3	4	3	8	4	.78	18	3.30
Zamboanga.....							1	.98	1			1	2		6	6	1	1	.33	8	2.61
Total.....	9	.04	5	5	1	49	13	13	7	71	120	.48	58	11	6	11	128	364	1.43	622	2.47
Central Luzon Agricultural School																	156		.62		
Philippine Nautical School							2	1		4	4	21.05					11		5.26	11	57.89
Philippine Normal School										2	2	100.00					6				
Philippine School of Arts and Trades.....				4			4	10.26	3				8				2		12.82	14	35.90
Grand total.....	13	.05	5	5	1	55	18	17	9	84	139	.55	61	11	€	13	128	373	11.11	650	2.57

No. XIII.—*Teaching Experience of Filipino Classroom Teachers*

A table showing, by divisions and for the Islands, the teaching experience of all Filipino classroom teachers employed on August 1, 1927.

Division	Median in Years	Elementary											Over 15 Years
		Less than 1 Year	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	11 to 15 Years
Abra.....	4.58	31	12	16	12	16	13	15	6	5	3	5	26
Agusan.....	2.58	50	41	19	21	20	8	16	6	5	6	9	2
Albay.....	4.00	80	64	65	58	22	34	31	47	33	24	12	53
Antique.....	5.17	48	28	21	19	20	22	25	26	24	14	3	22
Bataan.....	4.70	23	22	8	10	8	9	14	11	9	3	7	13
Batanes.....	2.87	9	5	4	1	2	1	9					2
Batangas.....	6.15	72	50	38	34	42	27	83	43	34	22	19	61
Bohol.....	4.10	97	113	59	161	91	75	54	46	34	29	21	78
Bukidnon.....	3.85	21	14	8	7	9	6	6	6	4	7	5	6
Bulacan.....	5.78	38	56	67	63	47	61	58	74	40	27	27	69
Cagayan.....	3.70	77	91	41	38	44	28	19	26	21	6	26	44
Camarines Norte.....	3.23	18	9	17	15	6	8	10	3	1	1	2	6
Camarines Sur.....	4.50	55	25	29	41	31	24	30	13	27	15	7	33
Capiz.....	3.75	68	77	68	75	53	31	38	25	15	25	21	33
Cavite.....	4.04	41	29	32	25	36	28	39	25	17	13	23	30
Cebu.....	5.09	169	115	112	104	124	72	119	105	75	51	40	129
Cotabato.....	5.03	23	28	25	17	11	17	14	12	9	9	6	13
Davao.....	2.25	49	53	24	16	20	5	14	8	8	8	2	11
Ilocos Norte.....	4.09	92	53	51	47	36	34	34	33	20	13	9	50
Ilocos Sur.....	4.57	132	57	38	27	37	60	42	30	27	19	18	50
Iloilo.....	3.79	131	160	135	130	90	66	78	47	50	40	25	82
Isabela.....	3.42	51	61	40	29	25	16	10	10	9	26	10	20
Laguna.....	3.33	130	105	72	79	84	28	36	22	27	27	11	32
Lanao.....	4.24	30	15	10	5	17	2	4	8	13	6	14	7
Leyte.....	3.37	236	130	163	131	102	63	60	46	42	42	37	87

Manila.....	5.16	169	137	122	76	77	83	90	72	82	51	53	136	78
Marinduque.....	3.44	96	18	15	9	7	9	10	6	8	5	8	11	6
Masbate.....	2.46	44	21	25	13	8	8	11	6	5	2	1	6	4
Mindoro.....	3.72	32	28	17	27	15	11	11	11	8	5	8	15	3
Misamis.....	2.90	104	100	104	58	45	45	33	28	19	15	9	24	11
Mountain.....	3.92	59	51	43	45	38	24	31	28	16	6	10	12	9
Nueva Ecija.....	5.11	78	44	54	64	29	44	48	38	48	18	18	52	17
Nueva Vizcaya.....	3.79	23	15	14	16	14	10	10	4	2	4	5	10	---
Occidental Negros.....	2.83	244	132	81	70	52	52	48	30	45	29	14	58	28
Oriental Negros.....	3.64	90	47	34	53	41	24	31	16	14	16	10	23	11
Palawan.....	3.91	28	8	25	21	8	18	8	15	10	4	1	10	2
Pampanga.....	5.80	61	51	47	41	45	50	45	64	35	39	16	71	19
Pangasinan.....	2.53	272	180	129	93	99	63	43	22	18	18	8	38	63
Rizal.....	4.88	50	68	39	63	50	46	45	36	37	15	10	46	23
Romblon.....	3.33	43	18	18	11	7	16	5	9	7	10	6	13	3
Samar.....	5.11	103	62	43	56	44	35	39	33	23	27	15	43	14
Sorsogon.....	3.15	74	78	20	34	23	19	16	22	14	16	7	25	10
Sulu.....	3.59	73	42	26	16	25	16	25	15	23	17	8	19	2
Surigao.....	2.61	46	60	46	19	14	17	12	8	4	6	8	23	2
Tarlac.....	4.30	76	65	46	45	27	20	35	34	30	23	18	44	22
Tayabas.....	3.76	104	113	85	75	50	51	31	44	42	21	23	59	23
Union.....	3.63	74	68	61	51	33	35	20	25	25	13	13	41	19
Zambales.....	3.48	70	31	19	24	23	12	17	7	11	9	9	27	6
Zamboanga.....	4.06	50	33	46	30	25	19	36	16	15	8	15	16	9
Total.....	3.98	3,786	2,883	2,821	2,175	1,792	1,465	1,555	1,273	1,090	813	647	1,781	743
Central Luzon Agricultural School.....	4.58													
Philippine Nautical School.....	2.50													
Philippine Normal School.....	7.75		1	1	1	4	1		1	1	1	1	3	1
Philippine School of Arts and Trades.....	6.83													
Grand total.....	3.99	3,786	2,884	2,822	2,176	1,796	1,466	1,555	1,274	1,091	814	648	1,784	744

No. XIII.—Teaching Experience of Filipino Classroom Teachers—Continued

Division	Secondary										
	Less than 1 Year	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years
Abra.....	1	4		2	4		1	1		1	
Agusan.....	1				1	2		1			1
Albay.....	2	4	3	3	1	2	2	2	1		1
Antique.....	1	3	1	1	3	1					
Bataan.....	2		1	1	2		1		1		
Batanes.....	1										
Batangas.....	5	3	2	3	1	2	3	1			3
Bohol.....	4	5	1	5	3	2	2	1			1
Bukidnon.....	1	1	1	3							
Bulacan.....	2	7	2	7	1	1	1				1
Cagayan.....	1	2	3	2	1			1			1
Camarines Norte.....		2	1		1			1			4
Camarines Sur.....	3	2	1	2	1		3	2	1		2
Capiz.....	2	4	4	1	3	3	1	1	1		1
Cavite.....	3	5	1	2	1	1	4	3			
Cebu.....	15	4	5	6	11	7	2	4	3	3	8
Cotabato.....				1	1	1	1				
Davao.....	4			1							
Ilocos Norte.....	4	5	14	3	4	2	4	3	1		1
Ilocos Sur.....	3	4	4	8	2	1	2	3	1	3	2
Iloilo.....	14	9	4	4	4	2	4	6		2	2
Isabela.....	3	3	1	2	2	3	3	1	2	3	1
Laguna.....	3	5	2	2	1	3	2				1
Lanao.....	2	2									
Leyte.....	8	3	8	6	1	2	5		1	2	2
Manila.....	24	23	10	13	14	6	8	7	5	5	7
Marinduque.....			3				2	1			8
Masbate.....	4										
Masbate.....	1	1	3		1						
Mindoro.....	1	2	1		2		2				
Misamis.....	1	1	2	2		1				1	1

Mountain.....	2	3	1	2	2	5	1	2	2	5	1	5	1
Nueva Ecija.....	2	4	4	2	2	1	1	1	1	3	3	1	1
Nueva Vizcaya.....	1	2	2	1	1	3	1	1	1	1	1	1	1
Occidental Negros.....	3	2	4	4	2	1	1	2	1	1	2	2	2
Oriental Negros.....	1	3	3	1	1	1	1	1	1	1	1	1	1
Palawan.....													
Pampanga.....	6	10	3	1	1	1	2	1	1	2	1	3	2
Pangasinan.....	27	21	10	7	2	4	1	3	2	5	3	2	4
Rizal.....	1	3	1	1	3	7	6	1	2	1	2	2	4
Romblon.....	1	1	1	4	1	4	8	1	2	2	1	2	2
Samar.....	3	1	1	5	2	2	2	2	1	1	1	1	1
Sorsogon.....	5	1	2	1	2	2	1	1	2	2	2	2	2
Sulu.....		2		1									
Surigao.....	1			1	1	2	2	2				1	2
Tarlac.....	5	2	1	5	2	2	2	2			2	1	2
Tayabas.....	5	4	4	3			3	1		1	1		1
Union.....	7	8	3	3	1	3	1	1		2	2	2	1
Zambales.....	2	2	3	1	1	1	1	1		1	1	1	1
Zamboanga.....	2	1	1	1	1	1	1	2		2	2	1	1
Total.....	190	164	121	184	89	67	82	60	26	37	27	70	47
Central Luzon Agricultural School.....	1	1		4	6	3	2						2
Philippine Nautical School.....	1				1								
Philippine Normal School.....			1	1	2	1	5	1	2	2	3	4	1
Philippine School of Arts and Trades.....	3	2	2	2	2		3	2	3		1	4	3
Grand total.....	195	167	124	141	100	71	92	63	31	39	31	78	53

No. XIII.—Teaching Experience of Filipino Classroom Teachers—Continued

Division	Total												
	Less than 1 Year	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	11 to 15 Years	Over 15 Years
Abra.....	32	16	16	14	20	13	16	7	5	4	5	27	4
Agusan.....	51	41	19	21	21	10	6	12	5	6	10	3	1
Albay.....	82	68	68	61	23	36	33	49	34	24	13	54	13
Antique.....	29	31	22	20	23	23	25	26	24	14	3	23	15
Bataan.....	25	22	9	11	10	9	15	11	10	3	7	13	3
Batanes.....	10	5	4	1	2	1	9					5	
Batangas.....	77	53	40	37	43	29	86	44	34	23	19	61	37
Bohol.....	101	118	59	166	94	77	56	47	34	29	21	79	26
Bukidnon.....	21	15	9	10	9	6	7	6	4	7	5	6	2
Bulacan.....	40	63	69	70	48	62	59	74	40	27	27	70	28
Cagayan.....	73	93	44	40	45	28	19	27	21	6	27	48	12
Camarines Norte.....	13	11	18	15	7	8	10	4	1	1	2	6	
Camarines Sur.....	58	27	30	43	32	24	33	15	28	15	7	35	16
Capiz.....	82	79	72	76	56	34	39	26	15	26	21	34	20
Cavite.....	44	34	33	27	37	29	43	28	17	13	23	30	21
Cebu.....	184	119	117	110	135	79	121	109	78	54	43	137	59
Cotabato.....	23	28	25	18	12	12	15	12	9	6	6	13	4
Davao.....	53	53	24	17	20	5	14	8	8	8	2	11	4
Ilocos Norte.....	96	58	65	50	40	36	38	36	21	13	10	51	31
Ilocos Sur.....	135	61	42	35	39	61	44	33	28	22	18	52	20
Iloilo.....	145	169	139	134	94	68	82	53	50	40	27	84	34
Isabela.....	54	64	41	31	27	19	17	11	11	29	12	21	8
Laguna.....	133	110	72	81	85	31	38	22	27	27	11	33	14
Lanao.....	32	17	10	5	17	2	4	8	13	6	14	7	1
Leyte.....	244	133	171	137	103	65	65	46	43	44	39	92	15
Manila.....	193	160	132	89	91	89	98	79	37	56	60	144	81
Marinduque.....	40	18	18	9	7	11	12	7	8	5	8	11	6
Masbate.....	45	22	28	13	9	8	11	6	5	2	1	6	4
Mindoro.....	34	29	18	27	17	11	13	11	8	6	9	15	3
Misamis.....	105	101	106	60	45	46	33	28	19	15	9	24	12

Mountain.....	61	54	44	47	38	24	31	28	18	6	10	17	10
Nueva Ecija.....	80	48	58	66	31	44	53	39	48	18	18	55	18
Nueva Vizcaya.....	24	15	16	17	15	13	11	4	2	4	5	11	11
Occidental Negros.....	247	134	85	74	54	53	49	32	45	30	14	58	28
Oriental Negros.....	91	50	37	54	42	24	32	16	15	18	10	25	11
Palawan.....	28	8	26	22	8	19	10	16	10	4	1	10	2
Pampanga.....	67	61	50	48	47	54	46	67	37	44	16	74	21
Pangasinan.....	299	201	139	105	102	70	50	28	19	20	8	40	67
Rizal.....	51	71	40	64	54	46	48	37	33	15	11	46	25
Romblon.....	44	19	20	15	7	16	5	9	7	10	6	14	4
Samar.....	106	63	44	61	46	35	39	35	25	28	15	45	16
Sorsogon.....	79	79	22	34	25	19	16	23	14	16	9	26	10
Sulu.....	73	44	26	17	25	16	25	15	23	17	4	19	2
Surigao.....	47	60	46	19	14	18	14	8	4	6	8	24	2
Tarlac.....	81	67	47	50	29	20	37	34	30	23	20	45	24
Tayabas.....	109	113	89	78	50	53	34	45	42	22	23	59	24
Union.....	81	76	64	54	34	38	21	27	25	15	13	43	19
Zambales.....	72	33	22	25	24	13	13	7	11	10	19	28	6
Zamboanga.....	52	33	47	31	25	19	37	18	15	10	15	17	10
Total.....	3,976	3,047	2,442	2,309	1,881	1,532	1,637	1,333	1,116	850	674	1,851	790
Central Luzon Agricultural School.....	1	1	---	4	6	3	2	---	---	---	---	---	2
Philippine Nautical School.....	1	---	---	---	1	---	---	---	---	---	---	---	---
Philippine Normal School.....	---	1	2	2	6	2	5	2	3	3	4	7	2
Philippine School of Arts and Trades.....	3	2	2	2	2	---	3	2	3	---	1	4	3
Grand total.....	3,981	3,051	2,446	2,317	1,896	1,537	1,647	1,337	1,122	853	679	1,862	797

No. XIV.—*Monthly Salaries of Filipino Teachers*

A table showing, by divisions and for the Islands, the lowest, average, and highest monthly salaries of Filipino municipal, provincial, and insular teachers under different assignments, based on data for August 1, 1927.

Division	Municipal									
	Classroom Teachers					Principals				
	Elementary		Secondary			Elementary		Elementary		
	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest	
Abra.....	P34.00	P42.00	P70.00				P40.00	P48.00	P65.00	
Agusan.....	40.00	45.53	80.00	P83.00	P83.00	P83.00				
Albay.....	35.00	50.44	95.00				60.00	73.86	90.00	
Antique.....	33.00	49.44	85.00				75.00	80.00	85.00	
Bataan.....	40.00	51.63	85.00				75.00	78.00	85.00	
Batanes.....	33.00	34.84	50.00				45.00	50.00	60.00	
Batangas.....	40.00	53.32	105.00				65.00	87.22	110.00	
Bohol.....	33.00	35.40	80.00				45.00	52.38	67.50	
Bukidnon.....	43.00	60.44	125.00	100.00	100.00	100.00	70.00	82.00	100.00	
Bulacan.....	35.00	46.98	105.00				90.00	90.00	90.00	
Cagayan.....	32.00	43.12	90.00				48.00	58.00	85.00	
Camaringes Norte.....	42.00	53.89	74.00				70.00	72.50	80.00	
Camaringes Sur.....	36.00	51.00	70.00	60.00	60.00	60.00	50.00	60.00	80.00	
Capiz.....	30.00	45.53	100.00				50.00	84.00	100.00	
Cavite.....	37.00	50.59	90.00				54.00	72.00	90.00	
Cebu.....	34.00	53.83	105.00				60.00	85.84	160.00	
Cotabato.....	38.00	57.21	82.50				72.50	76.25	80.00	
Davao.....	40.00	54.13	100.00				50.00	68.44	110.00	
Ilocos Norte.....	30.00	48.60	85.00				55.00	68.75	75.00	
Ilocos Sur.....	35.00	46.50	80.00	90.00	95.00	100.00	43.00	54.46	100.00	
Iloilo.....	40.00	51.84	100.00				54.00	77.89	105.00	
Isabela.....	36.00	44.14	100.00	130.00	130.00	130.00	50.00	66.40	100.00	
Laguna.....	36.00	47.00	81.00				48.00	63.50	87.00	
Lanao.....	37.00	54.51	105.00	70.00	108.00	130.00	75.00	88.00	100.00	
Leyte.....	33.00	41.39	90.00				52.00	62.23	78.00	
Manila.....	60.00	85.43	140.00	60.00	106.75	130.00	110.00	155.30	250.00	
Marinduque.....	38.00	48.39	75.00	90.00	117.50	150.00	75.00	76.67	80.00	
Masbate.....	33.00	47.98	80.00				65.00	86.66	95.00	
Mindoro.....	35.00	45.00	85.00				42.00	60.00	70.00	
Misamis.....	33.00	44.71	100.00				50.00	65.00	80.00	

Mountain.....	35.00	75.00	115.00	55.00	77.25	100.00	52.50	68.75	85.00
Nueva Ecija.....	40.00	51.00	88.00	---	---	---	65.00	77.73	86.00
Nueva Vizcaya.....	36.00	43.33	83.00	---	---	---	80.00	81.50	83.00
Occidental Negros.....	40.00	52.40	100.00	---	---	---	60.00	73.33	80.00
Oriental Negros.....	40.00	47.06	80.00	---	---	---	65.00	68.60	72.00
Palawan.....	35.00	49.14	85.00	---	---	---	52.00	60.50	65.00
Pampanga.....	42.00	54.75	79.00	---	---	---	75.00	81.00	85.00
Pangasinan.....	40.00	57.40	110.00	90.00	112.78	130.00	67.50	88.04	100.00
Rizal.....	40.00	52.66	100.00	---	---	---	65.00	79.29	90.00
Romblon.....	33.50	45.96	85.00	---	---	---	65.00	66.50	76.00
Samar.....	38.00	48.88	110.00	75.00	87.50	100.00	45.00	66.73	100.00
Sorsogon.....	35.00	46.58	100.00	---	---	---	65.00	90.00	100.00
Sulu.....	25.00	49.03	100.00	110.00	120.00	130.00	60.00	77.18	115.00
Surigao.....	35.00	49.11	120.00	---	---	---	50.00	59.16	70.00
Tarlac.....	33.00	47.18	100.00	---	---	---	67.00	71.00	75.00
Tayabas.....	40.00	49.23	105.00	---	---	---	70.00	85.36	110.00
Union.....	36.00	47.26	85.00	---	---	---	45.00	50.00	55.00
Zambales.....	30.00	34.14	72.00	---	---	---	70.00	71.70	75.00
Zamboanga.....	32.00	47.65	85.00	---	---	---	55.00	72.50	110.00
Total.....	25.00	50.85	140.00	55.00	105.63	150.00	40.00	77.19	250.00
Central Luzon Agricultural School.....	---	---	---	---	---	---	---	---	---
Philippine Nautical School.....	---	---	---	---	---	---	---	---	---
Philippine Normal School.....	---	---	---	---	---	---	---	---	---
Philippine School of Arts and Trades.....	---	---	---	---	---	---	---	---	---
Grand total.....	25.00	50.85	140.00	55.00	105.63	150.00	40.00	77.19	250.00

No. XIV.—*Monthly Salaries of Filipino Teachers—Continued*

Division	Provincial									
	Classroom Teachers					Principals				
	Elementary		Secondary			Elementary		Secondary		
	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest	
Abra										
Agusan	P70.00	P70.00	P70.00	P90.00	P102.00	P130.00				
Albay	55.00	70.00	100.00	70.00	120.00	130.00				
Antique	45.00	52.50	60.00	60.00	103.33	130.00				
Bataan				100.00	125.63	130.00				
					115.00	130.00				
Batanes										
Batangas	60.00	60.00	60.00	90.00	90.00	90.00				
Bohol	48.00	64.50	90.00	70.00	119.74	140.00				
Bukidnon	130.00	130.00	130.00	75.00	103.33	130.00				
Bulacan				60.00	113.00	140.00				
							166.66	166.66	166.66	
Cagayan										
Camarines Norte				70.00	110.77	140.00				
Camarines Sur				100.00	115.00	130.00				
Capiz	39.00	62.09	100.00	60.00	96.00	140.00				
Cavite	60.00	60.00	60.00	70.00	100.00	120.00				
				80.00	121.15	130.00				
Cebu										
Cotabato	65.00	85.50	110.00	60.00	109.40	140.00				
Davao	80.00	80.00	80.00	90.00	111.25	125.00	80.00	166.66	166.66	
Ilocos Norte	50.00	61.00	70.00	130.00	130.00	130.00		110.00	110.00	
Ilocos Sur	60.00	77.50	100.00	55.00	111.04	120.00				
				60.00	102.33	130.00				
Iloilo										
Isabela	50.00	73.54	120.00	90.00	116.94	130.00				
Laguna	70.00	73.33	80.00	70.00	101.76	130.00				
Lanao	63.00	80.00	100.00	60.00	112.00	135.00				
Leyte	60.00	75.00	100.00				P73.00	P78.60	P85.00	
				70.00	105.34	140.00		166.67	166.67	166.67
Manila										
Marinduque				90.00	103.33	130.00				
Masbate				90.00	104.00	120.00				
Mindoro	40.00	43.00	50.00	50.00	91.00	110.00	40.00	48.00	55.00	
Misamis	65.00	67.50	75.00	100.00	115.00	130.00				

Mountain.....	50.00	80.00	110.00	100.00	122.50	145.00						
Nueva Ecija.....				90.00	107.25	130.00						145.00
Nueva Vizcaya.....	37.00	55.78	100.00	80.00	103.00	125.00						130.00
Occidental Negros.....	55.00	94.17	100.00	80.00	119.23	140.00						125.00
Oriental Negros.....	70.00	72.50	75.00	70.00	109.09	130.00						140.00
Palawan.....	30.00	32.86	35.00	90.00	90.00	90.00	50.00	50.00				130.00
Pampanga.....				55.00	103.24	130.00						140.00
Pangasinan.....				90.00	120.49	130.00						130.00
Rizal.....	50.00	55.00	60.00	80.00	113.13	140.00						140.00
Romblon.....				81.00	106.86	120.00						120.00
Samar.....	85.00	85.00	85.00	90.00	111.25	130.00						130.00
Sorsogon.....				80.00	111.82	130.00						130.00
Sulu.....	60.00	81.66	100.00	100.00	120.00	140.00						140.00
Surigao.....	65.00	70.00	80.00	70.00	120.67	135.00						135.00
Tarlac.....	52.00	52.00	52.00	70.00								
Tayabas.....				70.00	109.33	130.00						130.00
Union.....				60.00	107.22	130.00						130.00
Zambales.....				60.00	98.33	120.00						120.00
Zamboanga.....	70.00	82.00	100.00	80.00	106.00	130.00	166.00	166.00				166.00
Total.....	30.00	70.33	130.00	50.00	110.46	145.00	40.00	76.09	166.00	110.00	146.00	166.67
Central Luzon Agricultural School.....												
Philippine Nautical School.....												
Philippine Normal School.....												
Philippine School of Arts and Trades.....												
Grand total.....	30.00	70.33	130.00	50.00	110.46	145.00	40.00	76.09	166.00	110.00	146.00	166.67

No. XIV.—*Monthly Salaries of Filipino Teachers—Continued*

Division	Classroom Teachers						Insular								
	Elementary			Secondary			Elementary			Principals			Supervising Teachers		
	Elementary			Secondary			Elementary			Secondary			Supervising Teachers		
	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest
Abra															
Agusan															
Albay															
Antique															
Bataan															
Batanes															
Batangas															
Bohol															
Bukidnon															
Bulacan															
Cagayan															
Camarines Norte															
Camarines Sur															
Capiz															
Cavite															
Cebu															
Cotabato															
Davao															
Ilocos Norte															
Ilocos Sur															
Iloilo															
Isabela															
Laguna															
Lanao															
Leyte															
Manila															
Marinduque															
Masbate															
Mindoro															
Misamis															

No. XV.—*Libraries*

A table showing, by division and for the Islands, the number of schools, the number of libraries, the number of volumes, the number of books per pupil, the number of periodical subscriptions, and the number of these per hundred pupils in primary, intermediate, and secondary libraries for the year 1927.

Division	Primary						Intermediate								
	Num-ber of Schools Decem-ber	Num-ber of Libra-ries	Num-ber of Vol-umes Ac-quired during Year	Total Number of Vol-umes	Annual Enrol-ment Decem-ber	Num-ber of Books per Pupil	Total Number of Sub-scrip-tions to Period-icals	Num-ber of Schools Decem-ber	Num-ber of Libra-ries	Num-ber of Vol-umes Ac-quired during Year	Total Number of Vol-umes	Annual Enrol-ment Decem-ber	Num-ber of Books per Pupil	Total Num-ber of sub-scrip-tions to Period-icals	Num-ber of Sub-scrip-tions per Hun-dred Pupils
Abra	66	21	52	1,393	5,275	.26	15	14	14	851	2,668	1,530	1.74	13	.85
Agusan	79	50	16	1,045	6,910	.15	23	22	16	277	1,552	1,446	1.07	15	1.04
Albay	174	33	874	10,345	24,277	.43	81	33	24	913	9,273	4,342	2.14	186	4.28
Antique	76	49	285	2,349	10,281	.23	18	13	13	1,031	5,193	2,056	2.53	42	2.04
Bataan	31	25	226	3,173	5,056	.63	21	13	13	677	4,181	1,349	3.10	29	2.15
Batanes*	10	2		1,251	865	1.45	3	6	5	125	862	229	3.76	9	3.93
Batangas	139	97	2,659	11,065	20,199	.55	300	25	24	2,017	11,984	4,895	2.45	391	7.99
Bohol	286	96	2,438	8,373	35,721	.23	137	40	46	1,764	13,321	5,117	2.60	197	3.85
Bukidnon	52	36	154	829	3,606	.23	1	7	6	100	771	5,566	1.36	8	1.41
Bulacan	187	187	3,049	33,271	24,816	1.34	48	24	24	3,390	20,044	5,848	3.43	106	1.81
Cagayan	143	36	685	2,425	18,282	.13	10	30	30	2,739	8,838	4,269	2.07	147	3.44
Camarines Norte	29	100	257	1,644	3,818	.43	11	9	20	271	1,358	4,391	1.46	25	2.69
Camarines Sur	121	53	1,143	4,237	14,494	.29	28	21	19	905	5,032	2,776	1.81	16	.58
Capiz	149	139	1,174	6,571	23,501	.23	80	33	34	1,027	9,864	5,336	1.85	185	3.47
Cavite	52	29	1,502	8,410	14,273	.59	6	20	16	1,559	9,229	3,533	2.61	34	.96
Cebu	375	57	1,591	11,006	51,055	.22	89	62	57	4,613	27,361	10,821	2.53	191	1.77
Cotabato	80	11	156	391	5,352	.07	81	13	6	89	637	878	.73	48	5.47
Davao	121	18	111	1,026	8,512	.12	83	14	10	472	514	881	.62	53	6.38
Ilocos Norte	158	24	94	4,552	19,168	.24	26	33	25	3,230	13,714	5,195	2.64	93	1.79
Ilocos Sur	164	111	91	9,509	19,976	.48	18	27	35	3,048	16,594	5,554	2.99	64	1.15
Iloilo	253	217	6,533	14,660	42,073	.35	427	58	57	3,347	16,778	10,293	1.63	456	4.43
Isabela	95	78	150	4,714	10,921	.43	16	15	16	468	4,400	3,007	1.46	107	3.56
Laguna	97	54	978	10,589	22,394	.47	48	21	21	2,702	17,307	6,153	2.81	130	2.11
Lanao	46	17	301	1,032	3,503	.29	3	19	16	208	947	824	1.15	19	2.31
Leyte	280	84	2,799	10,581	50,446	.21	93	43	44	4,641	17,783	9,498	1.87	261	2.75

Manila.....	37	8,697	84,499	32,960	2.56	407	1.23	31	30	15,351	51,520	18,038	2.86	379	2.10
Marinduque.....	42	1,533	3,150	6,249	.50	5	.08	5	5	1,012	3,534	1,559	2.27	42	2.69
Masbate.....	45	32	1,594	7,109	.22	43	.60	12	13	468	1,760	1,307	3.35	26	1.99
Mindoro.....	75	693	6,478	22,967	.28	390	1.70	34	25	1,244	8,505	4,376	3.36	27	1.95
Misamis.....	167	150											1.94	222	5.07
Mountain.....	140	38	2,891	12,469	.23	145	1.16	81	24	772	1,573	3,385	.46	296	8.74
Nueva Ecija.....	151	50	4,858	20,542	.24			31	30	3,086	12,093	5,681	2.13	77	1.36
Nueva Vizcaya.....	36	34	2,763	4,427	.62	12	.27	12	8	15	2,029	1,215	1.77	23	1.89
Occidental Negros.....	161	121	8,388	34,212	.25	168	.49	82	30	2,603	13,868	7,832	1.77	446	5.69
Oriental Negros.....	120	28	3,899	17,411	.22	74	.43	25	25	1,758	7,999	3,215	2.49	205	6.38
Palawan.....	64	56	3,621	4,745	.76	16	.34	24	22	745	2,679	883	3.03	23	2.60
Pampanga.....	127	1,367	11,869	21,309	.56	104	.49	28	28	1,983	9,291	4,710	1.97	102	2.17
Pangasinan.....	299	150	31,859	41,120	.77	8	.02	50	49	9,285	43,205	12,617	3.58	116	.92
Rizal.....	103	55	1,463	7,337	.38	54	.28	31	29	2,588	9,216	4,661	1.98	46	.99
Romblon.....	53	47	613	2,217	.38	31	.53	10	10	306	1,563	1,222	1.30	12	1.00
Samar.....	210	190	1,083	17,332	.83	183	.88	39	39	2,479	10,366	4,887	2.12	221	4.52
Sorsogon.....	104	16	161	2,074	.14	1	.01	16	16	430	5,411	2,896	1.87	47	1.62
Sulu.....	112	1	56	56	.01			10	7	211	493	1,065	.46	8	.75
Surigao.....	110	39	544	3,179	.38			9	7	784	2,243	1,377	1.63	30	2.18
Tarlac.....	136	132	488	4,504	.27	88	.53	23	20	2,163	10,231	4,562	2.24	78	1.71
Tayabas.....	138	46	5,138	12,127	.47	77	.30	28	24	2,595	16,809	6,483	2.59	85	1.31
Union.....	97	49	1,030	6,832	.40	22	.13	29	25	2,211	16,748	5,320	3.15	77	1.45
Zambales.....	54	23	1,034	3,834	.42	13	.14	20	16	1,695	6,674	2,550	2.62	63	2.47
Zamboanga.....	134	11	615	1,367	.11			23	10	1,641	1,466	1,716	.85		
Total.....	5,979	3,076	57,362	391,169	.46	3,485	.41	1,242	1,113	95,499	466,135	200,220	2.33	5,476	2.73
Central Luzon Agricultural School.....															
Philippine Nautical School.....															
Philippine Normal School.....	1			484				1	1	337	2,167	270	8.03	17	6.30
Philippine School of Arts and Trades.....															
Grand total.....	5,980	3,076	57,362	391,169	.46	3,485	.41	1,243	1,114	95,836	468,302	200,490	2.34	5,493	2.74

a Ibayat number of schools and annual enrolment for July, 1927 are used.

No. XV.—*Libraries*—Continued

Division	Secondary						Total									
	Num-ber of Schools	Num-ber of Libra-ries	Num-ber of Vol-umes Ac-quired during Year	Total Number of Volumes	Annual Enrol-ment Decem-ber	Num-ber of Books per Pupil	Total Num-ber of Sub-scrip-tions to Period-icals	Num-ber of Sub-scrip-tions per Hun-dred Pupils	Num-ber of Schools	Num-ber of Libra-ries	Num-ber of Vol-umes Ac-quired during Year	Total Number of Vol-umes	Annual Enrol-ment Decem-ber	Num-ber of Books per Pupil	Total Num-ber of Sub-scrip-tions to Period-icals	Num-ber of Sub-scrip-tions per Hun-dred Pupils
Abra- Agusan Albay Antique Bataan Batanes * Batangas Bohol Bukidnon Bulacan Cagayan Camarines Norte Camarines Sur Capiz Cavite Cebu Cotabato Davao Ilocos Norte Ilocos Sur Iloilo Isabela Laguna Lanao Leyte Manila Marinduque Masbate Mindoro Misamis	2	2	569	5,199	806	6.45	41	5.09	82	37	1,472	9,260	7,611	1.22	54	71
	2	2	188	1,203	377	3.19	2	5.33	103	68	481	3,800	8,733	.44	33	38
	3	3	732	8,433	1,450	5.82	53	3.66	204	60	2,519	28,051	30,069	.93	320	1.05
	1	1	444	3,172	611	5.19	58	9.49	90	63	1,760	10,714	12,948	.83	118	1.01
	1	1	335	1,677	386	4.34	31	8.03	45	39	1,238	9,031	6,731	1.33	81	1.13
	1	1	96	451	132	3.42	20	15.15	17	8	221	2,564	1,226	2.09	32	2.61
	2	2	991	8,083	1,289	6.27	217	16.83	156	123	5,697	31,132	26,383	1.18	908	3.44
	3	3	1,659	6,966	1,499	4.55	54	3.60	329	139	5,861	28,660	42,337	.68	388	.92
	2	2	261	2,811	172	1.52	9	5.23	61	43	515	1,861	4,344	.43	18	.41
	2	2	923	6,011	1,198	5.02	74	6.13	213	213	7,368	59,326	31,862	1.86	228	.72
	1	1	874	6,021	1,237	4.87	25	2.02	174	67	4,298	17,284	23,738	.73	182	.77
	1	1	223	1,217	311	3.91	20	6.43	39	121	751	4,219	5,060	.83	56	1.11
	4	3	462	2,884	992	2.91	58	5.85	146	75	2,510	12,153	18,262	.67	102	.56
	3	2	1,017	4,193	1,184	3.54	23	3.94	185	175	2,218	20,628	30,021	.69	288	.96
	4	4	1,495	6,215	1,099	5.66	28	2.55	76	46	4,556	23,854	18,905	1.26	68	.36
3	3	4,016	12,915	4,142	3.12	351	8.47	440	117	10,220	51,282	66,018	.78	631	.96	
2	2	9	401	139	2.88	22	15.83	95	19	254	4,429	6,369	.22	151	2.37	
2	2	318	1,284	223	5.76	26	11.66	137	30	901	2,824	9,566	.30	162	1.69	
4	4	1,619	12,548	2,410	5.21	219	9.09	189	151	4,943	30,814	26,773	1.15	338	1.26	
5	5	1,570	10,343	2,036	5.08	211	10.36	206	161	4,709	36,446	27,566	1.32	293	1.06	
3	3	957	15,387	3,217	4.78	148	4.60	314	277	10,837	46,825	55,583	.84	1,031	1.85	
5	5	932	1,466	1,201	1.22	72	6.00	115	96	1,550	10,580	15,129	.70	195	1.29	
1	1	1,033	5,792	1,130	5.13	55	4.87	123	76	4,713	33,688	29,677	1.14	233	.79	
2	2	223	1,032	236	4.37	12	5.08	67	35	732	3,011	4,563	.66	34	.75	
4	4	2,364	8,636	2,597	3.33	80	3.08	327	132	9,804	37,000	62,541	.59	434	.69	
7	7	9,884	33,830	8,631	3.92	462	5.35	75	73	33,932	169,849	59,629	2.85	1,248	2.09	
1	1	1,646	2,639	565	4.67	31	5.49	48	48	2,991	9,323	8,373	1.11	78	.93	
1	1	312	1,211	320	3.78	10	3.12	58	27	1,209	4,565	8,736	.52	79	.90	
1	1	12	2,020	392	5.15	3	.77	92	37	651	6,674	8,825	.76	30	.84	
1	1	545	4,031	551	7.32	20	3.63	202	176	2,482	19,014	27,894	.68	632	2.27	

Mountain.....	2	1,373	3,292	707	4.66	67	9.48	223	64	2,402	7,756	16,561	.47	508	3.07
Nueva Ecija.....	1	1,882	6,898	1,453	4.74	129	8.88	182	81	5,040	23,844	27,676	.86	206	.74
Nueva Vizcaya.....	2	231	2,911	444	6.74	22	4.95	49	44	338	7,783	6,086	1.28	57	.94
Occidental Negros.....	1	812	5,010	1,382	3.63	107	7.74	194	152	4,480	27,263	43,426	.63	721	1.66
Oriental Negros.....	3	924	4,325	970	4.46	35	3.61	143	55	2,913	16,223	21,596	.75	314	1.45
Palawan.....	1	278	1,045	233	4.48	12	5.15	89	79	1,925	7,345	5,861	1.25	51	.87
Pampanga.....	3	1,460	6,646	1,827	3.64	62	3.39	159	158	4,765	27,806	27,846	1.00	268	.96
Pangasinan.....	3	4,296	19,761	4,606	4.29	212	4.60	352	202	16,982	96,895	58,343	1.66	386	.58
Rizal.....	1	1,322	5,282	1,168	4.52	46	3.94	135	85	5,173	21,835	25,362	.86	146	.58
Romblon.....	2	281	2,484	414	6.00	20	4.83	65	59	1,200	6,264	7,513	.84	63	.84
Samar.....	3	773	4,184	998	4.19	46	4.61	252	232	4,335	31,882	26,712	1.19	450	1.68
Sorsogon.....	2	575	4,493	886	5.07	26	2.92	122	34	1,166	11,978	18,768	.64	74	.39
Sulu.....	1	178	1,681	193	3.53	27	13.99	123	9	445	1,230	13,031	.09	35	.27
Surigao.....	1	103	2,252	292	7.71	14	4.79	120	47	1,431	7,674	13,154	.58	44	.33
Tarlac.....	2	852	5,408	1,232	4.39	88	7.14	161	154	3,503	20,143	22,364	.90	254	1.14
Tayabas.....	1	652	5,493	1,068	5.14	23	2.15	167	71	8,385	34,429	33,618	1.02	185	.55
Union.....	2	1,742	7,810	1,878	4.16	37	1.97	128	76	4,983	31,390	24,077	1.30	136	.56
Zambales.....	2	339	1,984	529	3.75	18	3.40	76	41	3,128	12,492	12,120	1.03	94	.78
Zamboanga.....	2	1,468	5,192	384	13.52	25	6.51	164	23	2,724	8,025	14,192	.57	25	.18
Total.....	109	54,850	270,747	61,197	4.42	3,451	5.64	7,330	4,288	207,711	1,128,051	1,103,838	1.02	12,412	1.12
Central Luzon Agricultural School.....	1	973	4,481	723	6.20	100	13.84	1	1	973	4,481	723	6.20	100	13.83
Philippine Nautical School.....	1	52	180	49	4.19	1	6.08	3	2	52	180	49	4.19	1	5.95
Philippine Normal School.....	1	1,394	10,243	1,333	7.68	81	3.48	1	1	728	3,168	892	3.55	31	3.48
Philippine School of Arts and Trades.....	1	728	3,168	892	3.55	31	3.48	1	1	728	3,168	892	3.55	31	3.48
Grand total.....	113	57,997	288,819	64,194	4.50	3,663	5.71	7,336	4,293	211,195	1,148,290	1,107,589	1.04	12,641	1.14

^a Ithayat number of schools and annual enrolment for July, 1927 are used.

No. XVI.—*Schools of Agriculture*

A table showing, by divisions and for the Islands, the number of teachers, the total annual enrolment, the area of land owned and cultivated, the number of animals and the value of the products for all agricultural schools, farm schools, and settlement farm schools, for the school year 1926-27.

Division and Schools	Number of Schools	Number of Teachers		Total Annual Enrolment	Total Provincial and Municipal Funds Expended	Area of site in Hectares		Number of animals									
		American	Filipino			Cultivated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry				
Abra:																	
Lagangilang Agricultural School	1		9	148	₱750.00	75	115	33		1			12			1,002	
Aguasan:																	
Bunawan Agricultural School	1		10	307		27	42	16								56	
Settlement farm schools	53		93	3,512		229	831	20								1,100	
Albay:																	
Guinobatan Farm School	1		8	268	7,760.00	13	13	6								3	200
Cantanduanes Farm School (Virac)	1		7	208	4,020.00	10	11	6								17	70
Bohol:																	
Bilar Farm School	1		6	80	4,831.70	18	22	17		1						49	
Bukidnon:																	
Bukidnon Agricultural School	1		10	133		97	724	53	5	12	116		58			421	
Settlement farm schools	47		79	3,413		202	610	11		20			11			19	
Camarines Sur:																	
Camarines Agricultural School (Pili)	1		7	206	15,445.97	173	481	72			65		35			897	
Capiz:																	
Capiz Farm School (Banga)	1		6	172		25	35	4								1	197
Cavite:																	
Indang Farm School	1		7	156		11	13	2	1	2			6			150	
Cotabato:																	
Piang Agricultural School (Kudurungan)	1	1	6	151	2,297.77	33	34	13								86	
Settlement farm schools	12		53	1,366	3,280.44	53	893	21	1	11						327	
Davao:																	
Mampising Agricultural School	1		4	26	1,244.43	16	110	11		12			10			85	
Settlement farm schools	18		33	1,074		82	687	21		17			11			305	
Ilocos Norte:																	
Batac Farm School	1		7	270	4,919.45	10	19	8		1			9			42	
Ilocos Sur:																	
Santa Maria Farm School	1		10	272	2,700.00	24	29	5		2			11			100	
Settlement farm school	1		4	131		5	5	5	1				3			10	
Isabela:																	
Isabela Farm School	1		17	491		8	32	7								3	125
Echague Farm School (Municipal)	1		12	182		15	52	5					68			4	
Cabagan Farm School (Municipal)	1		13	280	9,660.00	12	21	9		3						36	
Jones Farm School (Municipal)			10	313	4,000.00	12	12	3								256	

[illegible]

No. XVI.—*School of Agriculture—Continued*

Divisions and Schools	Value of School Products					Value of Products from Home Projects	Total Value of Products of Schools and Home Projects
	Animals	Vegetables	Field Crops	Fruits	Other Products		
Abra:							
Lagangilang Agricultural School.....	P775.24	P522.11	P6,854.87			P3,216.22	P12,980.78
Aguasan:							
Bunawan Agricultural School.....	563.24	1,207.39	4,534.19	612.69		6,917.51	6,917.51
Settlement farm schools.....	4,039.07	2,082.76	27,897.25	3,306.44		37,325.52	37,325.52
Albay:							
Guinobatan Farm School.....	1,300.00	2,000.00	1,600.00	100.00	100.00	5,100.00	5,100.00
Catanduanes Farm School (Virac).....	500.00	200.50	300.10	180.00	50.00	2,499.50	3,730.10
Bohol:							
Bilar Farm School.....	1,859.95	481.30	876.92	10.00		3,228.17	3,599.04
Bukidnon:							
Bukidnon Agricultural School.....	2,520.74	2,166.38	5,548.72	101.29		10,337.13	12,343.48
Settlement farm schools.....	71.40	940.27	5,494.28	997.80		7,503.75	8,527.75
Camarines Sur:							
Camarines Agricultural School (Pili).....	4,817.29	870.31	4,388.81	882.26	1,300.75	12,259.42	17,477.80
Capiz:							
Capiz Farm School (Banga).....	445.46	366.84	713.72	14.08	1,045.66	2,585.76	3,309.88
Cavite:							
Indang Farm School.....	580.00	400.30	1,457.60	320.00	150.00	2,907.90	7,357.76
Cotabato:							
Piang Agricultural School (Kudurungan).....	60.40	235.96	848.43	94.28		1,239.07	1,239.07
Settlement farm schools.....	132.76	716.99	4,212.41	402.13	868.04	6,332.33	6,332.33
Davao:							
Mampising Agricultural School.....	870.00	95.59	1,142.87	140.23		2,248.69	2,248.69
Settlement farm schools.....		1,083.36	4,205.67	2,800.46		8,099.49	8,396.99
Iloos Norte:							
Batac Farm School.....	93.00	261.77	2,134.39			2,489.16	2,489.16
Ilocos Sur:							
Santa Maria Farm School.....	2,004.00	50.00	2,500.00	20.00		4,574.00	4,574.00
Settlement farm school.....	30.00	100.00	40.00	10.00	70.00	250.00	250.00
Isabela:							
Isabela Farm School.....	175.00	421.24	136.00			732.24	732.24
Eschague Farm School (Municipal).....	39.17	2,627.69	222.85	58.15		2,947.86	5,137.78
Cabagan Farm School (Municipal).....	1,787.50	2,095.80	598.00		701.20	6,082.50	16,951.30
Jones Farm School (Municipal).....	128.00	772.49	225.35	20.00		1,145.84	2,011.59
Lanao:							
Lumbatan Agricultural School.....	15.00	776.00	1,340.00	11.00		2,142.00	2,142.00
Settlement farm schools.....		144.00	1,430.00	79.00		1,653.00	1,653.00
Leyte:							
Baybay Agricultural School.....	150.00	385.00	6,609.94		4,708.28	11,853.22	12,503.22

Misamis:									
Mountain:									
Settlement farm schools.....	81.15	255.12	2,509.53	351.42	239.00	3,436.22	1,694.95	5,131.17	
Trinidad Agricultural School (Baguio)	2,900.00	16,795.00	2,970.00	505.00	2,601.33	25,266.33	1,200.00	25,466.33	
Settlement farm schools.....	5,531.00	3,511.33	7,066.25		1,263.16	17,876.74	679.60	18,556.34	
Nueva Ecija:									
Central Luzon Agricultural School.....	8,237.00	2,100.00	75,914.00	68.00		86,369.00	3,760.00	90,129.00	
Settlement farm school.....	30.00	20.00	145.00	15.00		210.00		210.00	
Nueva Vizcaya:									
Nueva Vizcaya Farm School.....	223.00	120.00	430.00	59.00		832.00	50.00	882.00	
Settlement farm schools.....	1,100.00	666.00	527.00	316.00	67.00	2,676.00		2,676.00	
Occidental Negros:									
Settlement farm schools.....			938.60	161.50		1,100.10		1,100.10	
Palawan:									
Aborian Agricultural School.....	5,092.00	644.85	1,640.78	516.84	528.17	8,422.64	466.92	8,889.56	
Settlement farm school.....		46.15	4.00			50.15	77.86	128.01	
Pampanga:									
Pampanga Agricultural School.....	1,702.57	2,596.79	2,496.80	91.37	260.66	7,148.19		7,148.19	
Pangasinan:									
San Carlos Farm School.....	20.95	1,034.70	1,632.63	3.00	5,475.02	8,166.30	3,006.80	11,173.10	
Rizal:									
Settlement farm schools.....	92.00	30.00	173.00	30.00	46.00	371.00	10.00	381.00	
Romblon:									
Odiangan Farm School.....	164.50	522.65	840.00	401.43	1,563.00	3,491.58	802.66	4,294.24	
Samar:									
Cataman Agricultural School.....	5,000.00	2,000.00	10,000.00	1,000.00	2,000.00	20,000.00	15,000.00	35,000.00	
Settlement farm schools.....	327.00	192.00	575.00	61.00		1,155.00	66.30	1,220.30	
Sulu:									
Lupak Agricultural School.....	12,361.50	197.10	917.06	487.55		13,963.21		13,963.21	
Surigao:									
Settlement farm schools.....	987.45	80.85	1,894.86	213.79	23.30	3,200.25	357.20	3,557.45	
Tarlac:									
Settlement farm schools.....	494.00	260.00		10.00	8.16	772.16	9.20	781.36	
Tayabas:									
Settlement farm school.....	200.00	40.00	40.00			280.00		280.00	
Zambales:									
Iba Farm School.....	2,251.00	800.00	188.00	60.00	80.00	3,379.00	2,130.00	5,509.00	
Settlement farm school.....	3,700.00	200.00	410.00	74.00	278.00	4,662.00		4,662.00	
Zamboanga:									
Settlement farm schools.....	1,938.00	1,012.60	7,781.00	3,111.00	99.00	13,941.00		13,941.00	
Summary:									
Total agricultural schools.....	45,114.98	30,592.48	125,206.47	4,005.51	12,463.19	217,382.63	32,086.21	249,448.84	
Total farm schools.....	11,571.53	12,155.28	14,157.56	1,843.66	9,164.88	48,892.88	27,958.28	76,851.19	
Total settlement farm schools.....	18,753.83	11,390.83	65,343.85	12,444.54	2,961.66	110,894.71	4,215.61	115,110.32	
Grand total.....	75,440.34	54,138.59	204,707.88	18,293.71	24,589.73	377,170.25	64,240.10	441,410.35	

No. XVII.—*Agricultural Clubs*

A table showing, by divisions and for the Islands, the number of boys' and girls' agricultural clubs, the number of club members with projects, the value of products of club members, and other relevant information, for the school year 1926-27.

Division	Number of Club Members with Projects				Value of Production from Projects of Club Members										Num-ber of Hogs Owned by Club Mem-bers		
	Gar-den	Hog	Poul-try	Fruit	Corn	Cook-ing	Total	Vege-tables	Hogs	Poultry	Fruit	Field Crops	Cooking	Total			
Number of Boys and Girls' Agri-cultural Clubs	35	18	44	342	28	86	518	P229.50	P570.00	P2,843.75	P1,222.02		P53.00	P4,918.27	74	2,812	
	93	1,025	10	152	16	255	1,458	576.20	141.74	1,557.55			404.96	2,705.45	24	652	
	20		385				385			2,360.44				2,360.44		9,566	
	36	25	5	383	150	117	680	139.95	121.00	3,540.89	41.37		688.34	4,831.55	5	3,506	
	50	95	20	52	80	45	292	491.00	200.00	563.00		290.00	142.00	1,686.00	25	315	
	39		240	79		12	331		8,677.30	1,123.02			55.39	9,855.71	540	1,220	
	30	53	27	138	159	10	387	206.58	466.00	1,626.29	73.61	47.00		2,419.48	97	1,222	
	3	7	15	29			51	345.00	695.00	966.35				2,006.35	39	505	
	110	629	15	1,078	76		1,798	7,836.98	150.00	11,747.34	31.00			19,765.32	15	11,834	
	55	338	29	381	6	10	129	893	1,637.70	1,423.50	4,312.35	138.00	130.30	979.42	8,621.87	89	5,372
Camarines Norte.	104	67	181	110	25	208	591	203.50	2,350.50	3,234.15	24.50		309.26	6,121.91	225	2,823	
	7		5	71		126	202		75.00	3,230.25			344.50	3,649.75	9	3,069	
	28	607	205				812	6,149.23		1,225.38				7,374.61		2,662	
	16	34	32	86	96	49	365	166.11	1,559.00	1,536.16	1,154.65	790.20	304.78	5,510.90	140	2,662	
	21	154															
	72	60	175	870	26	24	1,155	130.20	3,360.03	4,851.94	46.31	33.03		8,421.51	517	6,003	
Cotabato.	7	42		14		144	200	129.75		230.43			245.78	605.96		120	
	35	8	14	127		129	278	170.42	1,552.00	501.00			376.45	2,599.87	77	673	
	79	150	78	450	981	78	1,737	1,349.20	1,883.00	15,649.12	5,061.21		353.00	24,295.53	68	14,481	
	23	109	20	164			293	707.67	315.00	1,821.36				2,344.03	20	1,876	
	68	311	212	509		80	1,112	1,522.54	6,114.10	5,705.22			184.00	13,525.86	466	9,032	
Isabela.	47	319	55	390	48	25	869	3,018.86	1,821.50	6,900.50	1,406.60	2,970.35	16,945.01	32,162.82	230	6,454	
	27			555						7,046.51				7,046.51		7,225	
Laguna.	7	31				73	123	196.00				310.00		106.00	612.00		7,225
	107	139	132	1,233	84		228	1,816	253.97	3,020.40	16,769.71			153.75	20,137.83	444	16,189
Levite.																	
Marinduque.	34	154		166		260	580	562.30		2,978.27			161.55	3,702.16		1,716	

Masbate	73	205	38	258	30	153	684	954.94	887.40	3,120.00	15.00	305.00	5,282.34	127	3,607	
Mindoro	67	246	40	393	16	269	964	567.40	127.00	3,418.88	30.00	217.75	1,961.03	87	2,987	
Misamis	29			416			416			11,714.52			11,714.52		16,623	
Mountain	3	602				27	629	24,882.23				550.00	25,432.23			
Nueva Ecija	90	433	115	688	57	452	1,745	1,083.00	1,288.08	4,964.41	249.31	1,780.14	9,364.94	391	7,311	
Nueva Vizcaya	15	68		59	96	124	347	214.00		428.00	300.00	1,240.00	2,182.00		144	
Occidental Negros	95	673	61	984		1,718	1,878.57	1,253.00		8,644.50			11,776.07	152	1,057	
Oriental Negros	28	466	19	131	15	192	823	930.45	358.00	1,355.02	60.00	133.60	2,897.07	133	2,708	
Palawan	34	51	4	183		32	270	206.66	260.00	2,477.39		292.00	3,236.05	45	4,760	
Pampanga	93	306	3	121	2	12	444	4,232.60	253.50	366.07	46.74	1,352.60	6,251.51	28	1,808	
Pangasinan	238	72	1,204	4,032	234		5,542	539.62	16,431.02	35,599.44	1,938.02		54,508.10	2,591	38,565	
Rizal	9	75		42		29	146	297.28		440.64		334.25	1,072.17		428	
Romblon	172	767	79	487	20	175	1,528	974.47	428.15	1,543.60	660.61	416.00	4,022.83	163	2,643	
Samar	149	490	25	1,108	25	429	2,102	2,205.00	384.50	7,786.75	142.65	150.86	11,522.34	152	11,095	
Sorsogon	21	81	28	159	15	24	307	266.21	1,210.00	1,230.48		30.10	2,741.79	36	2,313	
Sulu	5			16			16			25.00			25.00			
Surigao	30	287		46	40		401	458.86		64.00	14.50		616.52		170	
Tarlac	10	63	38	194	28		323	1,158.54	1,114.66	2,092.18	3,123.71		7,489.09	45	2,676	
Tayabas	43	175			1,175	48	1,398	875.00		37,500.00		570.00	38,945.00		37,500	
Union	22	109		638	183		980	458.25		3,745.29	549.50		4,753.04		9,657	
Zambales	34	132	62	215		91	500	815.74	1,078.00	2,694.79		390.97	4,979.50	110	21,327	
Zamboanga	32	50	56	83	16	22	227	500.00	1,465.00	416.00	40.00	187.00	2,608.00	84	1,389	
Total	2,424	9,572	3,081	18,222	3,616	389	4,898	39,778	69,521.48	189,988.54	53,869.31	6,370.50	28,919.62	409,702.83	7,278	280,456
Central Luzon Agricultural School	10	360	416	418	130		1,324	1,071.46	6,240.00	2,047.00	68.00		9,426.46	416	2,047	
Grand total	2,434	9,932	3,497	18,640	3,746	389	4,898	41,102	70,592.94	192,035.54	53,937.31	6,370.50	28,919.62	419,129.29	7,694	282,503

No. XVIII.—*School and Home Gardens and Nurseries*

A table showing, by divisions and for the Islands, the number of school and home gardens, the estimated market value of their products, and the number of schools with nurseries, for the school year 1926-27.

Division	Gardens						Nurseries									
	Number of Schools with School Gardens			Number of Pupils with Home Gardens			Number of Pupils Taking Vegetable Gardening			Number of Schools with Nurseries						
	Primary	Intermediate	Total	Primary	Intermediate	Total	Estimated Market Value of Products Raised (including both School and Home Gardens)	Primary	Intermediate	Total	Primary	Intermediate	Secondary	Total	Number of All Kinds of Trees in Nurseries at End of School Year	
Abra	58	12	71	502	410	912	27	3,994.96	1,079	470	1,549	14	7	1	22	4,952
Agusan	20	5	25	189	58	247	4	1,633.27	461	133	594	20	5		25	553
Albay	162	21	183	4,197	872	5,069	107	7,860.73	4,828	1,375	6,203	25	11		36	2,517
Antique	75	12	87	1,832	359	2,191	49	5,083.94	1,575	345	1,920	32	11		43	475
Bataan	29	10	39	532	314	846	4	2,111.10	602	320	922	15	10		25	18
Batanes	6	6	12	55	90	145	10	1,540.00	45	98	143	4	4		8	1,420
Batangas	112	21	133	3,142	718	3,860	24	11,399.26	3,351	727	4,073	54	16		70	4,526
Bohol	250	37	287	4,644	878	5,522	78	31,190.51	4,871	922	5,793	244	35	1	280	6,247
Bukidnon	2	2	4	30	30	60	5	175.65	145	73	218			1	1	3,200
Bulacan	175	21	196	3,576	677	4,253	42	30,931.90	5,108	1,023	6,131	43	16		59	928
Cagayan	114	29	143	3,208	1,273	4,481	109	15,889.14	2,109	967	3,076	50	19		69	1,726
Camarines Norte	33	8	41	2,448	407	2,855	14	2,754.87	1,085	136	1,221	4	3		7	485
Camarines Sur	83	18	101	2,506	361	2,867	28	8,316.00	2,651	467	3,118	35	14		49	2,140
Capiz	112	27	139	2,485	643	3,128	27	19,304.35	2,485	947	3,432	47	16		63	1,948
Cavite	36	15	51	709	224	933	14	4,223.98	1,340	615	1,955	7	12		19	2,091
Cebu	293	56	349	6,211	2,027	8,238	97	17,709.93	8,256	2,516	10,772	129	35		164	3,274
Cotabato	77	3	80	327	30	357	16	3,172.65	1,486	38	1,524	9	8	1	13	983
Davao	93	10	103	258	38	296	24	2,639.70	1,581	206	1,787	12	2		14	287
Ilocos Norte	128	20	148	1,640	385	2,025	51	12,124.51	2,180	717	2,897	121	15		136	4,708
Ilocos Sur	152	35	187	3,106	498	3,604	57	15,643.08	5,406	2,163	7,569	154	32	1	187	7,045

Iloilo	168	48	216	4,650	1,934	6,584	79	30,799.76	5,884	2,560	8,444	40	32	72	2,240	
Isabela	97	16	113	2,615	999	3,614	51	24,430.30	2,615	1,389	4,004	21	8	30	2,781	
Laguna	88	26	114	2,470	962	3,422	29	7,590.87	4,218	1,384	5,602	10	6	16	328	
Lanao	32	11	43	1,197	66	263	8	1,846.00	143	151	564	7	1	8	581	
Leyte	305	39	344	23,336	5,372	28,708	291	41,690.98	7,084	1,218	8,312	229	35	264	35,973	
Manila	6	14	20	13	12	25	1	4,500.00	976	1,496	2,472					
Marinduque	40	5	45	662	219	881	4	1,565.86	799	214	1,013					
Masbate	41	10	51	833	268	1,101	50	5,254.20	1,084	269	1,353	30	10	40		
Mindoro	50	12	62	786	230	1,016	40	3,210.00	1,158	334	1,492	20	11	31	186	
Misamis	179	18	197	3,766	546	4,312	113	30,282.18	5,021	572	5,593	139	18	157	7,359	
Mountain	120	37	157	1,829	547	2,376	225	8,891.81	5,037	2,197	7,234	70	12	82	23,311	
Nueva Ecija	133	32	165	590	205	795	67	12,756.47	2,852	1,390	4,242	52	28	80	666	
Nueva Vizcaya	23	8	31	614	176	790	10	2,416.00	714	1,233	947	11	4	15	11	
Occidental Negros	140	31	171	8,515	2,356	10,871	100	21,625.00	5,054	1,967	7,021	26	11	37	1,281	
Oriental Negros	87	25	112	2,526	916	3,442	22	9,702.83	3,361	1,404	4,765	51	63	114	683	
Palawan	62	19	81	1,300	294	1,594	25	3,645.67	1,342	306	1,648	40	10	50	12,500	
Pampanga	118	28	146	1,251	606	1,857	30	10,822.98	3,486	1,048	4,534	35	11	47	623	
Pangasinan	248	45	293	8,238	2,372	10,610	216	89,929.46	9,362	2,640	12,002	230	45	275	20,815	
Rizal	54	24	78	1,851	463	1,814	31	4,078.73	1,825	940	2,765	17	11	28	544	
Romblon	35	11	46	640	228	868	15	2,369.75	710	235	945					
Samar	192	31	223	3,186	650	3,836	102	10,862.18	3,290	674	3,964	92	21	113	4,990	
Sorsogon	61	16	77	1,055	411	1,466	33	6,079.78	1,222	510	1,732	21	16	37	2,869	
Sulu	38	10	48	256	25	281	35	543.69	1,068	210	1,278	3	2	5	30	
Surigao	45	6	51	898	49	947	23	1,715.05	1,400	182	1,582	6	6	12	1,050	
Tarlac	125	17	142	2,923	1,220	4,143	44	27,238.25	3,126	1,378	4,504	64	10	74	503	
Tayabas	131	30	161	1,714	1,365	3,079	85	66,150.00	3,240	1,365	4,605	28	27	55	43,324	
Union	81	22	103	3,104	1,039	4,143	37	12,715.79	3,280	1,084	4,364	34	17	51	11,337	
Zambales	53	12	65	1,425	2,050	3,475	21	5,796.09	1,960	474	2,434	42	4	47	4,642	
Zamboanga	73	15	88	1,460	345	1,805	198	2,721.47	1,460	345	1,805	63	15	78	895	
Total	4,835	987	5,822	124,000	34,552	158,552	2,772	648,942.68	133,695	42,427	176,122	2,400	701	7	3,108	229,005

No. XIX.—Industrial Production

A table showing, by divisions and for the Islands, the total enrolment and the estimated value of production of commercial consequence in industrial courses during the school year 1926-27.

Division	Embroidery and Lace Making			Basketry			Municipal Shops			Provincial Trade Schools			Provincial Shops			Miscellaneous			Total
	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	
Abra.....	386	P407.87	420	P360.15											1,475	P1,850.96	2,281	P2,618.98	
Albay.....	2,179	1,697.92	1,722	2,379.44			124	P1,623.92							5,226	5,612.26	9,251	14,313.60	
Antique.....	575	1,194.74	243	76.40	37	P307.75			82	P2,060.08					2,406	7,023.08	3,343	10,668.00	
Bataan.....	505	747.98	104	31.85	69	571.16									873	2,250.20	1,551	3,801.19	
Batanes.....	142	442.00	101	204.00					20	868.00					288	1,912.00	551	3,426.00	
Batangas.....	1,390	2,831.80	2,042	2,016.88	682	4,194.28	710	9,718.43							4,970	10,579.47	9,794	29,340.86	
Bohol.....	6,478	11,861.60	1,955	3,230.32	386	1,691.33	92	6,525.30							12,245	31,210.90	21,158	54,519.45	
Bukidnon.....	50	21.00			48	117.56									6,200	12,339.00	200	54,477.58	
Bulacan.....	3,059	2,657.47	2,965	2,508.85	528	3,055.24	92	4,472.92							6,200	12,339.25	12,844	25,037.73	
Cagayan.....	966	2,906.80	1,741	2,301.44	134	5,639.39	83	2,315.73							2,979	16,054.75	5,903	23,218.11	
Camarines Norte.....	522	619.93	227	714.70											694	1,602.24	1,443	2,896.87	
Camarines Sur.....	881	1,965.00	775	1,065.00	481	1,785.00	127	6,126.00							2,783	9,022.00	5,047	19,963.00	
Capiz.....	1,286	2,762.49	1,571	1,293.47	260	2,730.41			80	13,368.00					9,037	23,120.89	12,174	43,216.26	
Cavite.....	2,279	3,180.92	1,472	1,743.29	175	882.44			209	1,396.10					2,496	5,643.21	6,631	12,811.96	
Cebu.....	6,353	12,291.36	3,202	4,219.39	390	2,193.97	280	21,460.45							19,837	50,419.99	30,062	90,686.36	
Cotabato.....	154	235.78	127	208.35	75	196.82									670	2,516.77	1,026	3,157.72	
Davao.....	445	715.12	30	20.35	31	574.53									1,081	1,927.09	1,587	3,237.09	
Ilocos Norte.....	3,003	12,221.19	1,720	3,861.28	338	3,454.28	138	2,464.38							7,704	29,171.31	12,903	51,172.44	
Ilocos Sur.....	6,347	3,447.04	2,213	2,000.98	406	4,494.70	90	4,597.59							9,554	13,622.06	16,610	24,162.87	
Iloilo.....	3,075	10,059.43	3,506	5,583.22	346	3,217.20	43	5,826.93							6,202	17,593.21	13,172	42,279.99	
Isabela.....	961	4,635.10	178	240.85			93	3,017.71											
Laguna.....	4,641	2,204.08	2,356	962.20	984	5,975.09									8,359	13,229.90	16,340	22,871.27	
Lanao.....	200	170.46			41	127.92									853	2,459.00	1,094	2,773.38	
Leyte.....	6,755	7,383.91	3,258	2,585.35	1,129	20,506.35	246	26,128.92							17,877	48,169.29	29,265	104,773.82	
Manila.....	12,868	2,422.00	12,199	5,515.00	2,276	2,432.00									6,413	132,360.00	33,756	142,729.00	

Marinduque.....	374	401.40	700	607.82	228	1,985.08					1,126	2,830.23	2,428	5,824.53
Masbate.....	360	1,159.55	217	463.05	118	1,844.92					1,957	1,913.12	1,652	4,380.54
Mindoro.....	635	1,177.75	86	54.00					39	446.79	2,325	1,810.00	3,085	2,488.54
Misamis.....	2,976	7,891.04	1,568	6,576.32	175	6,683.02					7,505	30,961.86	12,224	52,112.24
Mountain.....	38	76.92	1,362	885.10	197	3,997.32					5,077	10,664.80	5,574	15,564.14
Nueva Ecija.....	640	2,042.11	2,298	5,080.21	364	3,800.89					6,598	23,408.93	9,900	34,312.14
Nueva Vizcaya.....	434	1,820.00	441	1,115.00	310	2,440.00					674	1,568.00	1,859	6,943.00
Occidental Negros.....	2,508	8,895.00	1,995	3,164.00	423	4,711.00					9,567	12,976.00	14,493	29,746.00
Oriental Negros.....	2,540	2,303.42	338	537.65			69	1,077.70			6,096	12,805.61	9,103	16,724.38
Palawan.....	286	680.44	185	341.64	49	491.60			43	473.42	1,291	2,207.68	1,834	4,194.78
Pampanga.....	1,475	1,460.17	1,176	1,539.29	659	1,258.49					4,898	6,004.48	8,398	20,005.71
Pangasinan.....	6,899	34,227.50	2,133	4,273.44	1,649	14,354.17					17,988	123,275.22	28,849	178,394.48
Rizal.....	3,682	3,140.57	2,097	2,805.40	572	2,189.37					174	3,705.41	6,525	11,840.75
Romblon.....	539	2,005.84	769	1,319.13	22	457.72					1,490	3,236.57	2,820	7,013.26
Samar.....	1,112	1,839.77	1,345	1,947.72	266	2,166.15					5,324	7,207.27	8,193	16,412.51
Sorsogon.....	1,723	3,149.26	916	1,652.72	301	1,461.78					2,580	5,039.72	5,597	17,735.21
Sulu.....	54	50.42	546	244.50	96	2,046.17					1,652	1,414.07	2,348	3,755.16
Surigao.....	1,296	479.13	423	319.77	211	962.22			201	1,678.52	1,517	2,117.39	3,648	5,557.03
Tarlac.....	3,061	5,477.78	1,666	1,927.42	178	1,394.48					2,537	5,492.94	7,504	17,368.50
Tayabas.....	4,016	12,048.00	6,232	24,928.00	229	2,232.00					14,403	33,209.00	24,880	72,417.00
Union.....	1,342	2,234.30	469	733.36	376	1,177.98					4,359	7,469.02	6,669	13,857.83
Zambales.....	730	1,825.51	1,305	1,118.36	231	914.10					6,432	14,707.29	8,844	20,886.45
Zamboanga.....	219	69.70	114	164.67	20	201.00			146	2,321.19	2,523	3,636.03	3,024	17,711.49
Total.....	100,439	132,488.57	71,488	104,902.53	15,490	115,866.83	3,173	138,946.94	820	22,612.10	237,327	757,698.47	428,737	1,322,515.44
Philippine Normal School.....	477	789.74	328	355.20									805	1,144.94
Philippine School of Arts and Trades.....							904	34,696.75					904	34,696.75
Grand total.....	100,916	133,278.31	71,816	105,257.73	15,490	115,866.83	4,077	173,643.69	820	22,612.10	237,327	757,698.47	430,446	1,358,357.13

No. XX.—*Voluntary Contributions*

A table showing, by divisions and for the Islands, the details of voluntary contributions for public-school purposes, for the school year 1926-27.

Division	Form and Amount of Donation					Amount Devoted To—						
	Total	Money	Materials	Labor	Land	Miscellaneous	Salaries	Buildings and Grounds	Libraries	Athletics	Miscellaneous	Balance on Hand
Hiloilo.....	107,985.13	86,314.55	12,215.97	6,181.92	1,829.00	1,443.69	669,710.89	227,801.23	4,242.19	2,795.89	9,006.31	2,528.62
Tayabas.....	82,330.91	77,157.41	2,009.80	1,554.20	1,400.00	209.50	69,059.34	11,390.16	7,064.48	583.20	423.05	188.68
Pangasinan.....	66,599.15	58,803.23	5,097.33	2,237.19	5,200.00	51.40	18,120.37	19,411.66	7,966.56	5,062.82	1,756.19	14,272.65
Misamis.....	12,225.00	12,600.00	24,529.00	18,246.00	5,200.00	600.00	234.24	60,125.00			865.76	
Cagayan.....	51,064.02	27,667.77	11,707.60	8,976.25	1,000.00	1,712.40	15,978.26	21,683.85	4,664.06	2,185.02	1,712.40	4,840.43
Union.....	50,665.40	44,212.76	4,511.17	1,624.30	56.00	261.17	37,210.27	8,980.17	1,822.06	605.20	956.28	1,091.42
Antique.....	46,514.67	20,486.42	10,133.95	9,054.70	5,383.50	456.10	5,243.60	37,277.32	225.25	300.00	566.00	1,902.50
Pampanga.....	42,073.84	32,884.52	3,813.00	1,583.60	1,800.00	1,992.72	2,520.03	17,931.92	6,651.82	6,182.42	3,408.16	5,379.49
Ilocos Norte.....	42,059.95	745.65	27,618.70	13,331.95		363.65	41,359.15	141,359.15	170.00	150.00	229.50	151.30
Ilocos Sur.....	40,757.69	22,848.12	8,200.50	6,049.50	100.00	3,559.57	5,843.25	17,454.07	5,336.99	4,027.77	3,541.69	4,553.92
Bulacan.....	40,146.32	28,884.08	3,774.05	3,661.90	400.00	3,426.29		31,369.42	1,428.66	1,204.87	4,971.91	1,171.46
Mountain.....	34,678.00	755.00	15,400.00	10,885.00	7,200.00	438.00		34,628.00		50.00		
Zambales.....	33,853.55	16,627.48	10,243.40	4,152.47	120.00	2,710.20	6,529.90	13,592.50	2,992.87	2,070.00	7,550.86	1,117.42
Marinduque.....	30,566.60	24,723.68	2,600.27	3,143.15		99.50	13,509.11	13,261.19	486.49	127.04	344.91	2,837.86
Bohol.....	29,628.97	9,911.42	12,077.80	6,283.20	580.00	676.55	893.80	22,438.30	911.77	448.92	757.83	4,078.35
Samar.....	28,137.54	6,897.99	13,595.35	6,823.25	575.00	245.95	1,317.00	25,321.96	225.00	394.79	880.54	48.25
Occidental Negros.....	28,060.29	26,170.34	626.80	353.00	605.00	305.15	3,000.00	1,518.50	12,741.30	8,004.21	969.86	1,826.42
Cavite.....	26,928.75	25,830.00	848.75	200.00		50.00	23,297.90	3,026.85	100.00	75.00	211.00	218.00
Camrines Sur.....	26,684.50	13,441.69	8,793.01	2,132.95	420.00	1,796.85	216.00	17,090.08	1,627.76	2,880.39	2,794.34	1,923.93
Leyte.....	25,496.42	5,415.42	11,817.00	6,775.00	470.00	1,019.00	256.90	22,775.52	132.00	1,833.00	499.00	
Laguna.....	24,530.18	17,824.24	3,346.30	1,723.70	640.00	995.94	10,620.05	10,945.20	780.70	138.40	1,766.28	279.55
Tarlac.....	21,788.40	11,691.00	7,013.50	1,917.39	850.00	316.51	31.10	16,684.86	84.85	175.89	1,378.69	3,463.01
Batangas.....	20,757.01	10,001.51	4,482.50	3,694.00	2,890.00	189.00		12,167.62	3,831.02	2,562.27	897.33	1,798.07
Isabela.....	17,694.05	8,666.05	5,435.00	3,228.00		265.00	4,773.33	10,410.67	715.77		525.00	1,169.28
Palawan.....	16,432.26	562.26	10,150.00	5,220.00		600.00		15,370.00	267.23	750.00	4.92	40.11
Masbate.....	15,942.70	4,946.65	6,179.35	3,983.00	700.00	133.70	280.50	11,963.77	876.57	1,578.27	241.43	1,002.16
Capiz.....	15,340.06	6,962.94	4,799.32	2,997.88	400.00	339.92	415.78	11,115.30	1,858.75	289.22	1,164.63	666.38
Surigao.....	13,619.05	1,750.96	10,035.09	3,055.75	440.00	67.35		13,767.30			326.85	1,255.00
Oriental Negros.....	13,218.00	1,095.00	7,332.00	3,990.00	2,760.00	41.00		15,207.00			11.00	
Nueva Ecija.....	13,836.35	12,924.45	542.40			369.50	4,886.00	8,563.35			369.50	17.50

Sorsogon.....	13,400.65	11,341.73	1,264.70	327.92	100.00	370.30	7,941.75	2,948.02	100.00	6.00	1,753.59	656.29
Agusan.....	10,941.92	6,247.30	2,626.70	1,917.92	150.00	-----	4,761.50	5,362.02	-----	180.00	288.40	350.00
Nueva Vizcaya.....	9,250.00	-----	8,450.00	450.00	350.00	-----	-----	9,250.00	-----	-----	-----	-----
Abra.....	8,594.25	3,043.73	3,334.02	1,492.00	625.00	99.50	38.20	5,948.50	1,010.96	572.57	168.02	856.00
Rizal.....	7,520.53	6,530.53	200.00	440.00	350.00	-----	5,930.32	1,030.00	360.21	-----	200.00	-----
Romblon.....	6,575.00	-----	4,125.00	2,150.00	200.00	100.00	-----	5,975.00	-----	-----	100.00	500.00
Mindoro.....	6,155.92	1,196.92	2,796.00	1,973.00	-----	190.00	499.85	4,368.61	252.50	30.00	344.01	660.95
Camaringes Norte.....	5,741.81	2,736.61	1,802.35	852.00	200.00	39.85	1,878.61	2,862.35	-----	-----	1,000.85	-----
Zamboanga.....	5,423.50	1,220.00	2,349.80	1,373.00	-----	456.70	1,220.00	3,711.70	127.98	424.80	72.00	-----
Bukidnon.....	3,584.77	249.77	2,150.00	1,185.00	-----	-----	-----	3,290.00	-----	73.10	93.69	-----
Albay.....	3,382.95	213.09	1,755.13	1,414.73	-----	-----	-----	3,169.86	83.24	129.85	-----	-----
Davao.....	2,197.00	400.00	837.00	860.00	100.00	-----	1,235.53	2,197.00	-----	-----	-----	-----
Bataan.....	1,446.74	1,446.74	-----	-----	-----	-----	-----	211.21	-----	-----	-----	-----
Lanao.....	1,185.00	500.00	435.00	260.00	-----	-----	-----	1,185.00	-----	-----	-----	-----
Batanes.....	500.00	-----	-----	500.00	-----	-----	-----	500.00	-----	-----	-----	-----
Cotabato.....	424.00	-----	198.00	202.00	24.00	-----	-----	424.00	-----	-----	-----	-----
Total.....	1,157,538.90	653,986.01	281,652.61	158,457.82	37,467.50	25,974.96	317,462.38	627,125.09	62,191.04	45,920.91	44,001.78	60,837.70
Central Luzon Agri- cultural School.....	4,254.00	3,960.00	-----	294.00	-----	-----	294.00	-----	2,836.00	1,124.00	-----	-----
Grand total.....	1,161,792.90	657,946.01	281,652.61	158,751.82	37,467.50	25,974.96	317,756.38	627,125.09	65,027.04	47,044.91	44,001.78	60,837.70

No. XXI.—*School Health Work*

A table showing, by divisions and for the Islands, statistics on health work in the public schools during the year 1927.

Division	Total Annual Enrolment (December)	Number of Pupils Vaccinated (including injections)	Number of Pupils Examined	Percentage Examined of Those Enrolled		Percentage Treated of Those Examined		Number of Health Inspectors	Number of Pupils per Health Inspector		Number of School Dispensaries	
				Examined	Enrolled	Examined	Treated		With Trained Nurses in Charge	With Teachers in Charge		
Abra.....	7,611	3,307	4,552	59.81		14.41	90.70	22	346		1	1
Agusan.....	8,733	4,772	3,054	34.97		17.91	62.34	16	546	1		
Albay.....	30,069	13,921	23,577	78.41		17.84	71.99	53	567	1		
Antique.....	12,948	6,554	8,559	66.10		19.09	76.32	24	540	1		
Bataan.....	6,791	4,324	3,857	56.80		9.90	66.75	17	399			
Batanes *.....	1,226	964	888	72.43		40.77	61.05	8	153			
Batangas.....	26,383	15,209	17,907	67.87		18.03	61.97	91	290			
Bohol.....	42,337	11,663	16,105	38.04		39.03	73.57	58	730	5		191
Bukidnon.....	4,344	2,233	1,287	29.63		67.29	99.77	13	334	1		1
Bulacan.....	31,862	25,907	25,148	78.83		12.32	81.98	74	431	12		65
Cagayan.....	23,738	12,742	17,104	72.05		21.14	86.05	42	565			
Camarines Norte.....	3,060	3,290	3,525	69.66		42.70	62.79	18	281	4		1
Camarines Sur.....	18,262	10,347	11,182	61.23		24.51	78.73	63	290	6		19
Capiz.....	30,021	15,218	14,700	48.97		24.72	68.30	48	625	5		
Cavite.....	18,905	13,820	12,931	68.40		24.39	72.61	49	387	1		36
Cebu.....	66,018	40,806	42,731	64.73		21.44	81.87	105	629	2		11
Cotabato.....	6,369	3,924	3,200	50.21		35.69	70.14	25	255			2
Davao.....	9,566	5,921	5,079	53.09		28.71	82.37	31	309	2		
Ilocos Norte.....	26,773	12,666	13,231	49.42		21.06	92.82	38	705	5		60
Ilocos Sur.....	27,566	9,058	15,093	54.75		21.73	86.01	48	574	1		30
Iloilo.....	55,583	31,617	38,294	68.90		21.53	75.52	100	556			25
Isabela.....	15,127	4,897	6,657	37.39		6.79	66.67	24	630	1		1
Laguna.....	29,677	22,406	24,311	81.92		14.23	94.60	47	631	2		2
Lanao.....	4,563	3,693	3,507	76.86		15.97	94.11	23	198	2		29
Leyte.....	62,541	44,913	32,304	51.65		37.24	66.07	88	711	1		
Manila.....	59,629	52,979	59,503	99.79		24.00	49.00	21	2,839	35		
Marinduque.....	8,373	6,271	3,635	43.41		72.85	93.62	16	523	2		
Masbate.....	8,736	5,609	6,322	72.37		24.68	86.15	13	672			
Mindoro.....	8,825	7,562	8,647	97.98		52.08	83.88	23	384	3		7
Misamis.....	27,894	12,915	18,260	65.46		47.77	51.03	55	507	2		56

Mountain.....	16,561	10,049	10,239	61,83	40,01	74,01	76	218	1	1
Nueva Ecija.....	27,676	13,788	14,272	51,57	27,00	80,79	58	477	1	89
Nueva Vizcaya.....	6,088	2,763	2,698	44,33	41,03	72,54	17	358		
Occidental Negros.....	43,426	24,064	25,969	59,80	14,73	81,41	134	324	1	
Oriental Negros.....	21,596	9,405	16,914	78,32	26,56	64,51	40	540	2	23
Palawan.....	5,861	1,825	2,446	41,73	34,14	76,53	19	308	2	45
Pampanga.....	27,846	16,862	17,467	62,73	17,50	63,75	75	371	8	5
Pangasinan.....	58,343	11,885	27,023	46,32	14,78	95,44	76	768		
Rizal.....	25,362	20,016	18,464	72,80	10,94	88,96	99	256	3	59
Romblon.....	7,513	3,611	5,132	68,31	21,34	70,41	1	7,466	1	
Samar.....	26,712	16,238	14,592	54,63	24,44	86,04	66	405	5	22
Sorsogon.....	18,768	6,624	9,702	51,69	39,70	74,27	35	536		
Sulu.....	13,081	9,215	6,855	52,61	58,07	90,76	40	326	1	1
Surigao.....	13,154	6,094	6,860	52,15	14,56	86,49	32	411		
Tarlac.....	22,364	11,841	16,573	74,11	16,85	75,75	42	532		14
Tayabas.....	33,618	14,968	16,695	49,66	16,55	80,42	83	405	2	4
Union.....	24,077	11,194	14,824	61,57	20,83	61,95	31	777	1	19
Zambales.....	12,120	5,922	3,332	77,16	21,50	90,30	19	638		
Zamboanga.....	14,132	5,505	6,365	44,85	34,47	76,48	51	278		
Total.....	1,103,838	612,678	686,592	62,20	22,39	78,72	2,247	491	123	819
Central Luzon Agricultural School.....	723	15	723	100,00	100,00	100,00	2	362		1
Philippine Nautical School.....	49									
Philippine Normal School.....	2,087	1,230	1,463	70,10	25,97	65,00	1	2,087		2
Philippine School of Arts and Trades.....	892	753	753	84,42	53,25	100,00	1	892		
Grand total.....	1,107,589	614,676	689,531	62,26	22,52	78,37	2,251	492	123	822

a Itbayat annual enrolment for July, 1927 is used.

No. XXII.—*Junior Red Cross Activities* ^a

A table showing, by divisions and for the Islands, the statistics of memberships, contributions, dentists, dental examinations and dental treatments in the public schools for the year 1927.

Division	Schools Enrolled in Junior Red Cross	Junior Red Cross Memberships	Pupils Contributing	Contribution to Junior Red Cross	Dental Service		
					Dentists	Number Inspected	Prophylactic Treatments
Abra.....	64	7,480	6,778	P1,944.27	1	4,429	4,081
Agusan.....	81	8,530	1,044	2,219.61	1	3,506	3,506
Albay.....	129	21,833	12,500	4,243.37	2	8,769	4,882
Antique.....	74	10,694	7,809	3,076.00	1	2,002	2,002
Bataan.....	31	6,489	6,356	2,057.70	1	2,888	2,878
Batanes.....	4	552	417	110.71			
Batangas.....	98	25,290	20,544	6,157.80	3	12,418	12,092
Bohol.....	284	42,037	24,603	7,381.17	3	16,383	15,727
Bukidnon.....	41	3,122	897	220.43		933	933
Bulacan.....	188	31,443	23,268	6,493.80	3	8,990	7,964
Cagayan.....	143	22,742	18,444	3,330.82	1	4,249	4,246
Camarines Norte.....	13	3,944	3,405	1,036.10	1	1,866	1,454
Camarines Sur.....	123	17,851	17,774	5,359.80	2	11,251	10,784
Capiz.....	121	29,472	28,496	8,564.82	3	10,153	7,214
Cavite.....	29	18,475	10,594	2,205.02	1	4,393	4,357
Cebu.....	439	65,937	63,125	18,937.60	6	28,670	26,167
Cotabato.....	42	4,049	1,911	524.80			
Davao.....	62	5,045	3,232	849.83	1	459	408
Ilocos Norte.....	167	25,285	22,218	6,665.62	2	9,444	8,986
Ilocos Sur.....	148	26,517	19,288	6,066.61	2	13,645	13,461
Iloilo.....	240	53,994	51,434	14,907.04	4	16,591	13,496
Isabela.....	98	14,570	8,768	806.40	1	3,667	3,521
Laguna.....	67	29,244	37,049	8,114.70	3	9,828	9,437
Lanao.....	67	4,563	3,321	621.30		1,400	1,270
Leyte.....	309	65,859	65,016	19,058.30	4	16,376	15,897
Manila.....	50	61,817	55,534	16,722.57	6	11,401	11,039
Marinduque.....	13	8,210	7,856	2,357.08	1	1,555	1,522
Masbate.....	46	8,512	8,503	2,550.90		1,120	761
Mindoro.....	5	2,893	2,594	1,027.30	1	3,682	3,669
Misamis.....	158	25,690	24,798	8,627.68	3	8,543	8,438
Mountain.....	141	15,601	9,307	2,339.00	1	528	528
Nueva Ecija.....	79	31,737	28,053	7,337.76	2	10,077	9,805
Nueva Vizcaya.....	31	5,636	4,698	1,079.48	1	1,347	936
Occidental Negros.....	96	36,009	29,040	10,027.65	3	5,709	5,122
Oriental Negros.....	55	21,165	14,816	4,417.33	1	5,401	5,321
Palawan.....	17	2,230	1,066	289.74	1	960	960
Pampanga.....	109	27,265	25,857	7,415.50	2	7,202	7,155
Pangasinan.....	305	57,864	58,867	18,537.53	6	29,556	28,415
Rizal.....	51	18,585	14,147	5,108.95	1	4,950	4,448
Romblon.....	59	7,384	6,957	2,085.19			
Samar.....	203	24,980	23,954	6,475.11	2	6,226	6,069
Sorsogon.....	122	18,789	13,254	3,147.12	1	5,141	2,094
Sulu.....	12	976	328	661.30	1	2,373	2,373
Surigao.....	92	11,964	10,499	3,224.40	1	3,447	2,447
Tarlac.....	158	22,131	22,131		2	5,553	5,489

^a Figures furnished by the Junior Red Cross, Philippine Chapter.

No. XXII.—*Junior Red Cross Activities*—Continued

Division	Schools Enrolled in Junior Red Cross	Junior Red Cross Memberships	Pupils Contributing	Contribution to Junior Red Cross	Dental Service		
					Dentists	Number Inspected	Prophylactic Treatments
Tayabas	31	32,343	14,631	4,462.76	1	2,821	2,643
Union	90	22,694	14,106	4,232.00	1	8,769	7,201
Zambales	(b)	11,818	11,645	3,497.12	1	1,930	1,930
Zamboanga	84	9,655	5,858	2,280.34	1		
Total	5,069	1,030,965	866,790	249,857.43	86	320,601	293,128
Central Luzon Agricultural School	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Philippine Normal School	1	1,350	1,196	358.80	-----	513	421
Grand total	5,070	1,032,315	867,986	250,216.23	86	321,114	293,549

^b Data lacking.

No. XXIII.—*School Sites*

A table showing, by divisions and for the Islands, for the year 1927, the number of school sites, their classification and status, the manner by which they were acquired, and the proportion of schools with standard sites.

Number of Standard School Sites											
Division	Insular and Provincial	Municipal			Total	Total Number of Sites (non-Standard and Included)	Total Number of Schools	Percent- age of Schools with Stand- ard Sites	Percent- age of Sites Surveyed (non- Standard Included)	Percent- age of Sites Registered (non- Standard Included)	
		Central (Minimum 1 Hectare)	Barrio (Minimum ½ Hectare)								
Abra	3	14	42	56	59	68	82	72	57.32	20.73	
Agusan	32	2	25	27	59	85	103	73	40.78	38.83	
Albay	3	17	55	72	75	174	204	42	76.47	45.59	
Antique	1	7	33	40	41	82	90	46	61.11	20.00	
Bataan		10	9	19	19	33	45	59	55.56	31.11	
Batanes	1	6	3	9	10	16	17	59	94.12	94.12	
Batangas	1	22	85	107	108	143	166	65	26.51	35.54	
Bohol	3	28	121	149	152	237	329	52	72.04	63.53	
Bukidnon	3	3	6	9	12	65	61	20	31.15	31.15	
Bulacan		25	59	84	84	172	213	45	50.70	37.56	
Cagayan	4	21	143	164	168	229	174	100	60.34	26.44	
Camarines Norte	1	8	20	28	29	34	39	73	56.41	38.46	
Camarines Sur	1	27	97	124	125	137	145	98	75.86	42.76	
Capiz	2	29	167	196	198	241	185	74	53.51	14.05	
Cavite	1	15	25	40	41	65	76	52	61.84	44.74	
Cebu	1	37	201	238	239	407	440	54	76.59	17.05	
Cotabato	1	18	86	104	105	108	95	100	113.68	30.53	
Davao	8	59	67	67	107	103	137	61	37.23	16.06	
Ilocos Norte	2	15	103	118	120	216	189	68	66.67	48.15	
Ilocos Sur		23	156	179	179	218	206	87	74.27	35.52	
Iloilo	3	33	225	258	261	298	314	83	84.08	45.22	
Isabela	2	16	54	70	72	73	115	62	48.70	26.09	
Laguna	1	20	32	52	53	89	126	42	59.52	38.89	
Lanao	8	23	56	79	87	87	67	100	111.94	75.28	
Leyte	2	35	281	316	318	552	352	99	124.72	75.28	

Manila.....	1	32		32	33	46	75	72	61.33	61.33
Marinduque.....	1	1	35	41	42	46	48	88	25.00	12.50
Masbate.....	1	5	47	52	53	66	58	91	74.14	37.93
Mindoro.....	1	8	34	42	43	68	92	49	68.48	31.52
Misamis.....	1	14	84	98	99	129	202	59	71.29	38.61
Mountain.....	5	6	3	9	14	142	223	9	11.66	10.76
Nueva Ecija.....	2	17	108	125	127	194	182	74	58.79	22.53
Nueva Vizcaya.....	4	14	81	45	49	56	49	100	4.08	
Occidental Negros.....	1	1	97	123	124	164	194	64	54.12	36.60
Oriental Negros.....	2	19	44	63	65	135	148	53	35.81	14.86
Palawan.....	2	4	7	11	13	68	89	20	33.71	29.21
Pampanga.....	3	16	70	86	89	163	159	56	58.49	23.27
Pangasinan.....	4	52	352	404	408	423	332	73	55.11	23.58
Rizal.....	2	15	26	41	43	78	135	32	41.18	24.26
Romblon.....		9	50	59	59	65	65	90	78.46	30.77
Samar.....	2	40	119	159	161	290	252	64	84.52	45.63
Sorsogon.....	1	13	75	88	89	117	122	86	78.23	30.83
Sulu.....		12	79	91	91	107	123	74	78.86	78.86
Surigao.....	1	20	53	73	74	104	120	62	48.17	20.00
Tarlac.....	1	17	28	45	46	80	161	25	43.69	43.69
Tayabas.....	1	21	15	36	37	113	167	23	6.59	4.19
Union.....	1	12	58	70	71	96	128	55	48.44	33.69
Zambales.....	3	16	41	57	60	70	76	92	81.58	53.95
Zamboanga.....	2	13	79	92	94	165	164	70	48.17	48.17
Total.....	118	869	3,678	4,547	4,665	6,919	7,354	62	62.51	35.16
Camarines Agricultural School.....	1				1	1	1	100	100.00	100.00
Central Luzon Agricultural School.....	1				1	1	1	100	100.00	100.00
Philippine Nautical School.....	1				1	1	1	100	100.00	100.00
Philippine Normal School.....	1				1	1	3	33	33.33	33.33
Philippine School of Arts and Trades.....	1				1	1	1	100	100.00	100.00
Grand total.....	123	869	3,678	4,547	4,670	6,924	7,361	62	62.52	35.20

No. XXIII.—*School Sites—Continued*

Division	Estimated Value of Standard Sites				How Acquired		
	Insular and provincial	Municipal		Total	By Donation	By Purchase	By Reservation
		Central	Barrio				
Abra.....	P47,150.00	P2,655.00	P5,280.00	P55,085.00	35	19	5
Agusan.....	52,460.00	680.00	11,080.00	64,220.00	19	2	38
Albay.....	12,164.52	23,584.00	13,347.60	49,101.12	26	36	13
Antique.....	500.00	4,300.00	8,882.50	13,682.50	27	10	4
Bataan.....		9,920.30	7,300.00	17,220.00	7	9	3
Batanes.....	3,875.00	10,575.00	800.00	15,250.00	1		9
Batanga.....	7,000.00	35,636.50	38,776.25	81,412.75	84	23	1
Bohol.....	10,608.00	12,223.44	26,673.89	49,505.33	73	77	2
Bukidnon.....	14,180.00	2,000.00	6,900.00	23,080.00	1	1	11
Bulacan.....		58,807.28	28,631.66	87,438.94	51	33	
Cagayan.....	14,710.00	60,177.00	29,998.36	104,885.36	117	22	29
Camarines Norte.....	1,500.00	8,100.00	3,045.00	12,645.00	24	4	1
Camarines Sur.....	8,200.00	36,131.00	20,370.50	64,701.50	95	26	4
Capiz.....	15,500.00	23,619.83	47,131.52	86,241.35	167	18	13
Cavite.....	4,625.00	56,220.00	21,804.00	81,649.00	22	19	
Cebu.....	112,725.00	42,084.14	105,349.40	260,158.54	175	52	12
Cotabato.....	10,000.00	91,640.00	131,782.00	233,222.00	7	4	94
Davao.....		9,420.00	22,569.28	31,989.28	14	4	49
Ilocos Norte.....	13,350.00	27,285.10	43,363.16	83,998.26	91	24	5
Ilocos Sur.....		33,019.20	45,291.65	78,310.85	133	38	8
Iloilo.....	73,021.18	114,482.91	194,474.99	381,979.08	223	24	14
Isabela.....	3,000.00	7,800.00	14,445.00	25,245.00	29	10	33
Laguna.....	24,000.00	106,829.95	30,403.45	159,733.40	21	32	
Lanao.....	12,700.00	8,188.33	13,883.00	34,771.33	8	45	34
Leyte.....	52,453.00	35,172.17	63,048.50	156,673.67	239	62	17
Manila.....	35,000.00	1,894,316.32		1,929,316.32	8	22	3
Marinduque.....	9,090.00	8,229.00	9,170.00	26,489.00	18	21	3
Masbate.....	500.00	900.00	6,832.00	8,232.00	45	3	5
Mindoro.....	1,200.00	1,890.00	6,856.51	9,936.51	31	5	7
Misamis.....	9,000.00	36,960.00	58,639.00	104,599.00	82	13	4
Mountain.....	60,929.85	67,840.00	12,700.00	141,469.85	1		13
Nueva Ecija.....	1,674.58	24,902.92	39,559.00	66,136.50	80	14	33
Nueva Vizcaya.....	17,600.00	13,800.00	6,710.00	38,110.00	1	3	45
Occidental Negros.....	11,910.00	74,143.85	93,247.12	179,300.97	55	25	44
Oriental Negros.....	27,250.00	34,594.10	8,617.50	70,461.60	36	11	18

Palawan.....	12,500.00	1,623.12	687.51	14,810.63	3	1	9
Pampanga.....	161,748.00	44,237.22	36,814.60	242,799.82	68	19	2
Pangasinan.....	38,910.00	180,058.12	128,059.54	347,027.66	311	72	25
Rizal.....	55,280.80	100,537.70	170,658.90	326,457.40	15	23	5
Romblon.....		63,701.30	22,557.00	86,258.30	42	2	15
Samar.....	27,000.00	30,185.00	21,847.95	79,032.95	133	23	5
Sorsogon.....	68,310.00	25,160.00	12,570.00	106,040.00	52	36	1
Sulu.....		5,507.09	13,913.23	19,420.32	1	16	74
Surigao.....	24,725.00	44,571.15	82,301.40	151,597.55	46	4	24
Tarlac.....	15,750.00	51,672.31	12,077.34	79,499.65	27	15	4
Tavabas.....	22,048.97	36,573.46	4,579.33	63,201.76	18	14	5
Union.....	6,411.60	20,033.20	15,162.60	41,657.40	28	34	9
Zambales.....	6,800.00	15,816.60	8,894.00	31,510.60	36	17	7
Zamboanga.....	47,503.90	9,485.70	25,182.37	82,171.97	27	13	54
Total.....	1,154,849.40	3,604,729.01	1,738,228.61	6,497,807.02	2,852	1,000	813
Camarines Agricultural School.....	16,802.89			16,802.89			1
Central Luzon Agricultural School.....	259,942.34			259,942.34			1
Philippine Nautical School.....	101,090.00			101,090.00		1	1
Philippine Normal School.....	229,397.83			229,397.83			1
Philippine School of Arts and Trades.....	216,426.74			216,426.74			
Grand total.....	1,978,509.20	3,604,729.01	1,738,228.61	7,321,466.82	2,852	1,001	817

No. XXIV.—*School Buildings*

A table showing, by divisions and for the Islands, the number and the cost of permanent and semi-permanent school buildings of standard and of special plan, owned by insular, provincial, and municipal governments on December 31, 1927, and the number and percentage of the classes housed in such buildings.

Division	Standard Plan						
	Permanent (Concrete)			Semi-permanent (Wooden Construction)			Total
	Buildings	Rooms	Cost	Buildings	Rooms	Cost	
Abra.....	7	32	P202,403.40	3	9	P14,999.31	P217,402.71
Agusan.....	2	18	89,017.75	3	8	14,321.26	103,339.01
Albay.....	33	150	511,105.44	14	69	145,377.72	656,483.16
Antique.....	6	39	119,225.21	1	6	22,137.14	141,362.35
Bataan.....	5	40	172,937.84	14	48	53,082.27	225,970.11
Batanes.....							
Batangas.....	26	149	503,275.30	25	117	261,836.94	765,112.24
Bohol.....	20	120	380,665.44	7	46	81,554.51	462,219.95
Bulidnon.....				3	10	23,456.65	23,456.65
Bulacan.....	21	132	407,008.06	20	96	240,347.01	647,355.07
Cagayan.....	13	101	615,302.90	3	17	37,434.12	652,737.02
Camarines Norte.....	4	27	85,414.11	2	9	24,037.16	109,451.27
Camarines Sur.....	17	79	248,413.44	8	38	88,003.71	336,417.15
Capiz.....	11	71	368,831.35	13	42	116,827.37	485,658.72
Cavite.....	21	93	348,606.11	17	22	64,768.99	413,375.10
Cebu.....	32	236	936,107.19	18	82	126,066.76	1,062,173.95
Cotabato.....				11	40	66,277.30	166,277.30
Davao.....	2	19	106,809.10	10	26	79,375.25	186,184.35
Ilocos Norte.....	19	96	338,185.07	8	44	128,197.51	466,382.58
Ilocos Sur.....	19	103	353,971.04	4	15	37,890.53	391,861.57
Iloilo.....	24	136	452,823.39	21	139	203,984.33	656,797.72
Isabela.....	7	72	422,626.26	7	28	134,683.82	557,295.08
Laguna.....	21	215	701,257.37	5	15	21,686.07	722,943.44
Lanao.....	3	15	46,379.17	11	31	45,155.46	91,534.63
Leyte.....	43	180	548,323.62	31	147	240,071.17	788,400.79

Manila.....	7	167	878, 101.13				7	167	878, 101.13
Marinduque.....	7	46	167, 647.22	12	20	52, 264.60	19	66	219, 911.82
Masbate.....	8	35	87, 254.18	4	16	45, 968.91	12	51	133, 223.09
Mindoro.....	5	24	122, 822.26	5	12	30, 174.32	10	36	153, 606.58
Misamis.....	13	88	318, 163.45	12	50	65, 568.06	25	138	383, 731.51
Mountain.....									
Nueva Ecija.....	15	68	157, 011.11	13	11	20, 166.69	2	11	20, 166.69
Nueva Vizcaya.....	4	22	37, 132.62	2	8	174, 085.85	28	137	331, 096.96
Occidental Negros.....	20	140	460, 125.08	44	199	548, 321.93	64	339	1, 008, 447.01
Oriental Negros.....	9	71	295, 195.44	5	30	86, 662.00	14	101	381, 857.44
Palawan.....									
Panganga.....	20	144	468, 294.12	3	9	26, 053.19	3	9	26, 053.19
Pangasinan.....	45	399	1, 600, 306.36	17	42	74, 966.65	37	186	543, 260.77
Rizal.....	19	120	438, 725.60	5	27	55, 898.61	50	426	1, 656, 204.97
Romblon.....	4	22	43, 925.78	10	32	68, 267.92	29	152	506, 993.52
Samar.....	22	145	470, 257.36	8	31	86, 894.64	12	53	136, 820.42
Sorsogon.....	15	71	191, 959.95	11	36	63, 237.23	33	181	533, 494.59
Sulu.....	2	17	73, 902.78	3	13	28, 763.42	18	84	220, 723.37
Surigao.....	7	28	103, 245.83	1	2	12, 651.78	3	19	86, 584.56
Tarlac.....	32	144	535, 423.66	5	30	95, 307.69	12	58	198, 553.52
Tayabas.....	23	189	646, 206.89	12	44	74, 955.53	44	188	610, 379.19
Union.....	9	72	206, 475.87	6	20	42, 924.29	29	209	689, 131.18
Zambales.....	6	38	95, 917.56	4	28	63, 293.47	13	100	269, 769.34
Zamboanga.....	4	24	160, 365.40	8	59	134, 765.14	14	97	230, 982.70
Total.....	652	4, 197	15, 523, 159.21	457	1, 909	4, 196, 062.78	1, 109	6, 106	19, 719, 221.96
Camarines Agricultural School.....									
Central Luzon Agricultural School.....	1	6	24, 330.78	5	21	52, 999.05	6	27	77, 929.83
Philippine Nautical School.....	1	13	60, 086.42				1	13	60, 086.42
Philippine Normal School.....									
Philippine School of Arts and Trades.....									
Grand Total.....	654	4, 216	15, 608, 176.41	462	1, 930	4, 249, 061.83	1, 116	6, 146	19, 857, 238.24

Mountain.....	6	52	139,944.83	44	188	195,540.66	50	240	335,485.49
Nueva Ecija.....	2	18	6,150.00	38	145	144,070.79	40	163	150,220.79
Nueva Vizcaya.....	1	10	34,938.06	21	67	66,734.87	22	77	101,672.93
Occidental Negros.....	6	17	52,833.17	38	165	218,871.06	44	182	271,704.23
Oriental Negros.....	7	33	62,013.29	16	50	42,545.34	23	88	104,558.63
Palawan.....				12	43	53,319.92	12	43	53,319.92
Pampanga.....	3	24	55,314.61	47	164	244,406.88	50	188	299,721.49
Pangasinan.....	11	61	138,530.61	53	230	429,877.37	59	341	568,407.98
Rizal.....	9	60	51,020.13	43	137	122,984.82	52	197	174,004.95
Romblon.....	1	12	13,000.00	14	59	51,777.13	13	71	64,777.13
Samar.....	2	12	12,378.15	43	154	148,045.11	45	166	160,423.26
Sorsogon.....	3	32	192,370.32	3	12	15,260.99	6	44	207,631.31
Sulu.....				28	116	152,901.78	28	116	152,901.78
Surigao.....				27	79	119,819.09	27	79	119,819.09
Tarlac.....	1	6	4,000.00	10	32	42,292.01	11	38	46,292.01
Tayabas.....	4	47	108,281.41	33	160	152,512.84	37	207	230,794.25
Union.....	11	92	120,765.23	13	82	63,152.50	24	174	183,917.73
Zambales.....				24	96	80,644.38	24	96	80,644.38
Zamboanga.....	2	33	447,180.25	73	172	153,022.41	75	205	600,202.66
Total.....	255	1,674	4,873,306.83	1,449	5,336	6,881,259.58	1,704	7,010	11,749,546.41
Camarines Agricultural School.....				6	18	52,766.44	6	18	52,667.44
Central Luzon Agricultural School.....	8	34	332,590.74	13	65	104,104.12	21	99	436,694.86
Philippine Nautical School.....									
Philippine Normal School.....	2	112	755,741.26				2	112	755,741.26
Philippine School of Arts and Trades.....	2	14	221,793.66				2	14	221,793.66
Grand total.....	267	1,834	6,183,432.49	1,468	5,419	7,038,031.14	1,735	7,253	13,216,443.63

No. XXIV.—*School Buildings*—Continued

Division	Grand Total			Number and Percentage of Classes in Permanent and Semi-permanent Buildings			
	Buildings	Rooms	Cost	Total Number of Classes in Permanent and Semi-permanent Buildings	Percentage of Total Number of Classes in Permanent and Semi-permanent Buildings	Total Number of School Buildings Which Are Permanent or Semi-permanent	Percentage of Total Number of School Buildings Which Are Permanent or Semi-permanent
Abra.....	20	74	P229,861.73	233	65	28	78
Agusan.....	27	38	214,743.94	206	103	50	91
Albay.....	68	320	814,396.23	600	294	49	195
Antique.....	26	116	129,518.96	358	89	25	88
Bataan.....	42	190	303,276.70	177	153	86	54
Batanes.....	9	32	40,548.28	44	25	57	9
Batangas.....	99	474	1,034,228.70	572	414	74	175
Bohol.....	81	380	617,870.93	927	342	37	371
Bukidnon.....	10	41	68,456.53	206	20	10	119
Bulacan.....	124	464	909,104.26	646	427	66	223
Cagayan.....	25	162	705,577.52	660	156	24	208
Camagines Norte.....	17	68	143,062.49	145	67	47	48
Camagines Sur.....	62	224	519,457.58	386	196	51	166
Capiz.....	50	218	579,580.59	592	202	34	269
Cavite.....	61	225	547,499.70	317	222	70	70
Cebu.....	94	502	1,320,285.18	1,480	381	26	445
Cotabato.....	25	99	144,936.90	298	60	20	91
Davao.....	24	74	217,335.71	425	66	15	137
Ilocos Norte.....	64	333	1,168,170.63	796	228	30	188
Ilocos Sur.....	85	363	629,880.62	616	314	51	210
Iloilo.....	118	619	1,428,273.76	1,381	515	37	309
Isabela.....	27	138	611,015.12	335	112	53	80
Laguna.....	82	472	1,056,996.17	739	436	59	125
Lanao.....	39	111	158,106.82	133	56	42	56
Leyte.....	257	852	1,491,065.08	1,191	701	59	413

Manila.....	46	745	3,488,514.97	715	715	100	46	100
Marinduque.....	36	116	270,377.38	159	113	71	62	58
Masbate.....	24	84	160,518.46	197	77	40	58	41
Mindoro.....	24	73	204,645.93	329	60	20	90	27
Misamis.....	72	318	537,514.47	609	236	38	207	34
Mountain.....	52	251	355,652.18	716	88	12	145	36
Nueva Ecija.....	68	300	481,317.75	639	260	41	191	36
Nueva Vizcaya.....	28	107	172,664.79	135	78	73	42	67
Occidental Negros.....	108	521	1,280,151.24	870	419	48	207	52
Oriental Negros.....	37	184	486,416.07	389	155	40	158	24
Palawan.....	15	52	79,373.11	291	40	14	88	17
Pampanga.....	87	374	842,982.26	708	350	50	160	54
Pangasinan.....	119	767	2,224,612.95	1,116	655	59	375	32
Rizal.....	81	349	680,998.47	564	286	41	146	56
Romblon.....	27	124	201,597.60	171	115	72	67	40
Samar.....	78	347	693,917.85	767	242	32	210	37
Sorsogon.....	24	128	423,354.88	383	124	31	95	25
Sulu.....	31	135	239,486.34	457	69	15	117	26
Surigao.....	39	137	318,372.61	353	132	36	108	36
Tarlac.....	55	226	656,671.20	540	185	34	167	33
Tayabas.....	66	416	943,925.43	787	325	41	141	47
Union.....	37	274	453,687.07	450	224	50	124	30
Zambales.....	38	193	311,327.08	323	175	54	74	51
Zamboanga.....	85	246	799,432.32	526	166	31	121	79
Total.....	2,813	13,116	31,468,768.40	25,657	10,932	43	7,417	38
Camarines Agricultural School.....	6	18	52,697.44	4	4	100	6	100
Central Luzon Agricultural School.....	27	126	514,624.69	18	18	100	30	90
Philippine Nautical School.....	1	13	60,086.42	13	13	100	1	100
Philippine Normal School.....	2	112	755,741.26	57	57	100	1	100
Philippine School of Arts and Trades.....	2	14	221,793.66	12	12	100	2	100
Grand total.....	2,851	13,399	33,073,681.87	25,761	11,036	43	7,457	38

No. XXV.—*Insular Funds for School-Building Construction*

A table showing, by divisions and for the Islands, the insular funds released during the calendar year 1927, and used for the construction of municipal, provincial, and insular school buildings.

Division	Municipal School Buildings	Provincial School Buildings	Insular School Buildings	Total for All School Buildings
Abra	P8,000	P20,000		P28,000
Agusan		25,000		25,000
Albay	41,000			41,000
Antique	11,000	30,000		41,000
Bataan	10,000			10,000
Batanes	5,500			5,500
Batangas	63,000			63,000
Bohol	27,000			27,000
Bukidnon		25,000		25,000
Bulacan	15,000			15,000
Cagayan	25,000			25,000
Camarines Sur	19,000	20,000		39,000
Capiz	34,500			34,500
Cavite	35,000	5,000		40,000
Cebu	76,000			76,000
Ilocos Norte	35,000			35,000
Ilocos Sur	44,000			44,000
Iloilo	81,000			81,000
Isabela	9,000	23,000		32,000
Laguna	21,000			21,000
Lanao		25,000		25,000
Leyte	42,000	25,000		67,000
Marinduque	22,000			22,000
Masbate	19,000			19,000
Mindoro	8,000	15,000		23,000
Misamis	10,000			10,000
Mountain		40,000		40,000
Nueva Ecija	5,000			5,000
Occidental Negros	28,000			28,000
Oriental Negros	22,000			22,000
Palawan	11,000			11,000
Pampanga	7,500			7,500
Pangasinan	35,000	25,000		60,000
Rizal	37,000			37,000
Romblon	30,000	1,500		31,500
Samar	21,000	20,000		41,000
Sorsogon	22,000			22,000
Surigao	16,000	18,000		34,000
Tarlac	24,000			24,000
Tayabas	54,500			54,500
Union	33,000	30,000		63,000
Zambales	10,000			10,000
Total	1,017,000	347,500		1,364,500
Central Luzon Agricultural School			P80,000	80,000
Grand total	1,017,000	347,500	80,000	1,444,500

Appendix E.—CURRENT PUBLICATIONS OF THE BUREAU OF EDUCATION

COURSES OF STUDY

- Course of Study in Arithmetic for Normal Schools. 1927 (mimeographed).
Course in Arithmetic Methods for High-School Graduates in Normal Schools. 1927.
Course of Study in Cooking for High Schools. Second Year. 1920.
Drawing Course of Study for Primary Grades. 1926.
Drawing Course of Study for Primary Grades. 1926.
Outline of a Course in Elementary Educational Psychology for Normal Schools. 1927 (mimeographed).
Secondary Course in English Composition. 1927.
Tentative Course of Study for Farm and Agricultural Schools (Intermediate and Secondary). 1918.
Course of Study in Geography for Normal Schools. 1927 (mimeographed).
Course in Philippine History and Government for Normal Schools. 1927 (mimeographed).
Outline for First-Year United States History and Civics. General Instructions No. 5, s. 1926.
Course of Study for Intermediate Grades, with Suggestions to Teachers. 1926.
Methods Course in Language for Normal Schools. 1927 (mimeographed).
Revised Course of Study in Literature for Academic High Schools and Normal Schools. 1927 (mimeographed).
Course of Study in Literature for Secondary Trade Schools. 1927 (mimeographed).
Course of Study, Manila Central High School (1926).
Course of Study, Manila Central Intermediate School (1926).
Course of Study, Manila Central Primary School (1926).
Course of Study in Music for Normal Schools. 1926.
Course of Study in Music for Primary Grades. 1926.
Outline for Courses in Observation of Teaching and in Participation in Teaching. General Instructions No. 14, s. 1926.
Physical Education. F. O. England. 1922.
Course in Physiology, Hygiene, and Sanitation for Normal Schools. 1927 (mimeographed).
Course of Study for Primary Grades, with Suggestions to Teachers. 1924.
Outline of a Course in Principles of Teaching for Normal Schools. 1927 (mimeographed).
Course of Study in Reading for Normal Schools. 1927 (mimeographed).
Course of Study for Provincial Secondary Trade Schools. Circular No. 52, s. 1927 (outline).

Manual in Woodworking for Philippine Public Schools. Second Edition.
By Frank W. Cheney. 1917.
Course in Writing for Normal Schools. 1927 (mimeographed).

RULES AND REGULATIONS

Circulars. 1901 to date.
General Instructions. 1915 to 1926.
Memorandums. 1916 to date.
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APPROVED LIBRARY LISTS¹

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¹ Now being consolidated in one volume and brought up to date.

² Will be superseded in 1928 by "Philippine Prose and Poetry—Selections."

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¹ "Philippine Public Schools," a monthly magazine for teachers, will be inaugurated during 1928.

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THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

TWENTY-NINTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION

FOR THE CALENDAR YEAR 1928



MANILA
BUREAU OF PRINTING
1929

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RIVERSIDE TOWER
Philippine Normal School, Manila

THE GOVERNMENT OF THE PHILIPPINE ISLANDS
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MANILA
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1929

Asst
Philippine Islands Govt.
Dept of Pub. Instruction
10-14-1929

LETTER OF TRANSMITTAL

THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

MANILA, March 15, 1929

The Honorable
The SECRETARY OF PUBLIC INSTRUCTION
Manila, P. I.

SIR: In compliance with the requirements of law, I have the honor to submit herewith the *Twenty-Ninth Annual Report of the Director of Education*, which covers the calendar year 1928.

The report reveals that during 1928 notable advances were made in the holding power of the schools, as shown by the greater percentage of enrolment in the intermediate and secondary grades, by the reduction in the number of withdrawals, and by fewer absences. This increased holding power is doubtless due to several factors: to the increase in funds available for hiring better teachers; to the rapid improvement in professional qualifications of the teaching corps, as evidenced by the teachers of 1928 having had an average of six months' longer educational training than they had in 1927; to the consequent improvement in teaching as verified by the surveys of the Philippine Educational Achievement Tests; to the improvement in buildings and equipment; and to the improvement of courses of study. Because of these advances, an increase in the percentage of promotions was possible, without at all lowering the standards for promotion.

A magazine for teachers, the *Philippine Public Schools*, was established, which should become an increasing source of professional improvement.

The year saw an awakened interest in the study and practice of better English, not only among supervisory officials, but also among teachers and among pupils themselves.

Concerning the handicaps under which the schools function, mention may be made of the absence of a provincial school fund; the lack of suitable buildings in many communities; the low

standard of salaries, which in spite of improvement, is still inadequate; insufficient honorariums for the increasing number of vacation normal-school instructors; and meagre travel allotments which make proper supervision difficult and often impossible.

The report, as in the past, is grouped about specific activities, and thus divided into chapters.

Chapter I discusses the progress of vocational education. It shows (a) the allotment of aid for the construction of buildings and for scholarships; (b) the development of stronger and closer supervision; and (c) the increase in enrolment. The home-economics work progressed satisfactorily, as is shown by the improvement of instruction; the strengthening and coördinating of supervision; the making of 500,000 garments, most of them for use in the girls' own families; and the cooking of 76,000 recipes by groups of students.

Chapter II discusses progress made in the reconstruction of curricula and courses of study. While no revolutionary change was made, committees of supervisors and teachers worked out improved courses in English composition, primary phonics, elementary social science, and other subjects.

Chapter III deals with the financial problems of the Bureau. The enrolment in all of the higher grades, where the cost of instruction is greatest, is increasing more rapidly than is the enrolment in the lower grades. This increase is particularly noticeable in secondary schools. The total school revenues are slowly increasing, the expenditure per capita in 1927 for public schools being ₦2.35, an increase of 8.6 per cent over the expenditure in 1926, though the total municipal increase was less than 2 per cent. Of the total expenditure for public schools, 64.97 per cent was insular, 14.47 per cent provincial, and 20.56 per cent municipal.

Chapter IV reviews the work accomplished in constructing and standardizing new achievement tests, and in conducting testing surveys to determine the progress of instruction. The results of these tests revealed that the standard of instruction has improved rapidly. This chapter shows further that steps begun in 1926 to remedy over-ageness are becoming effective.

Chapter V recounts the steps that were taken to improve the professional training of the teaching personnel. In vacation normal schools the enrolment more than doubled in the past two years. A rather large yearly replacement made it possible to increase the number of professionally trained teachers to 20.95 per cent of the total.

Chapter VI discusses the added interest in English throughout the Islands, manifesting itself in campaigns, in special classes, and in numerous projects; and also discusses the consequent improvement of all instruction as reflected in the increase of promotions.

Chapter VII first deals with the ethical phases of instruction stressed during 1928, and, second, reports the health activities of the year. One important activity was the publication of a manual for teachers entitled *Health*. The National Athletic Contests, aiming to make athletics attractive to all, was inaugurated.

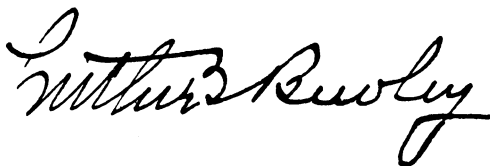
Chapter VIII discusses the growth of libraries, both in elementary and in secondary schools. Subscriptions to periodicals increased. Better still, it is reported that books and magazines were read more extensively than ever before.

Chapter IX discusses Bureau publications. The *Philippine Public Schools* was inaugurated at the beginning of the year. Attempts were made to increase the usefulness of the *School News Review* by adapting the material more specifically to the various grades. General publicity of the work done in the public schools was satisfactory.

Chapter X enumerates most of the important building projects of 1928; lists by provinces all buildings constructed, and all sites in use; discusses the need for better buildings; and reviews the activities during 1928 in strengthening laboratory equipment.

Chapter XI summarizes the recommendations made by the Director for the improvement of the school system.

Very respectfully,

A handwritten signature in cursive script, reading "Arthur B. Rowley". The signature is written in dark ink and is positioned above the title "Director of Education".

Director of Education

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CHAPTER I

THE EXTENSION OF VOCATIONAL EDUCATION

Steps Taken as a Result of Act No. 3377

As a result of Act No. 3377, the Vocational Education Act, the General Office personnel for vocational education was increased, aid was given to provinces for building construction, teachers' salaries, and teacher training, and a course in vocational agricultural education was established at Los Baños. This has given an impetus to the work of the vocational schools and has resulted in an improvement in efficiency along all lines.

The Division of Vocational Education was established at the opening of the school year 1928-29.

Table 1 shows the distribution of the ₱100,000 allotted in Act No. 3377, subsection (a) of section 2, for buildings.

TABLE 1.—*Allotment of aid for buildings, under provisions of Act No. 3377*

Province	Amount	Province	Amount
Abra	₱973.50	Oriental Negros	₱9,734.50
Batanes	4,447.00	Pampanga	3,407.10
Batangas	973.50	Samar	1,947.00
Bulacan	9,734.50	Sulu	10,221.20
Camarines Sur	6,173.00	Union	1,947.00
Cebu	24,336.00	Zambales	3,407.10
Iloilo	10,707.90		
Isabela	10,043.70	Total	₱100,000.00
Mountain	1,947.00		

So many applications for allotments from these funds were received that it would have required at least ₱250,000 to provide all the grants requested by the provinces. Among the projects that received aid from this act are the ₱75,000 Cebu School of Arts and Trades, an academic and a home-economics building for the vocational school at Iloilo, a new trade-school building for Bulacan, an addition to the new Camarines Sur Trade School, and much-needed cottages and dormitories in some of the agricultural schools. Plans are also being made for the construction of a new trade-school building in Oriental Negros.

During the long vacation, distribution of the funds under subsections (b) and (c) was made on a basis of ₱30 per agricultural-school student, ₱20 per trade-school student, and ₱10 per vocational home-economics student. The enrolment in sec-

ondary provincial agricultural schools increased from 1,786 last year to 2,331 this year; that of the secondary provincial trade schools from 1,736 to 3,030, and that of secondary vocational home economics from 2,896 to 3,762. It will be seen from the above figures that the increase has been very large.

The total amount which will be needed next year if the allotment is made on the same basis and with the present enrolment will be as follows:

Agriculture	₱69,930.00
Trade	60,600.00
Home economics	37,620.00
Total	₱168,150.00

TABLE 2.—Allotment of aid for scholarships

Province	Agriculture	Trade commercial, home economics, and industrial
Abra	₱657.90	—
Agusan	461.95	₱40.10
Batangas	—	221.90
Bohol	265.95	1,141.70
Bukidnon	573.90	—
Bulacan	—	181.80
Cagayan	—	16.10
Camarines Sur	1,014.85	350.25
Capiz	391.95	91.00
Cavite	552.90	96.25
Cebu	—	393.05
Cotabato	244.95	—
Davao	77.00	—
Ilocos Norte	496.90	203.20
Ilocos Sur	279.95	983.95
Iloilo	—	168.45
Isabela	1,219.80	323.55
Laguna	—	331.55
Lanao	272.95	2.85
Leyte	1,406.80	1,534.70
Mountain	1,420.80	240.65
Nueva Vizcaya	580.90	80.20
Oriental Negros	—	812.80
Pampanga	1,154.80	831.50
Pangasinan	—	2,441.10
Rizal	—	125.65
Romblon	286.90	—
Samar	1,098.85	315.50
Sorsogon	—	187.15
Tarlac	—	850.25
Union	—	318.20
Zambales	—	91.00
Zamboanga	—	125.65

Teacher Training under the Vocational Act

Section 2 (e) of the Vocational Act granted aid to the provinces for preparing teachers of trade, agriculture, home-economics, commercial, and industrial subjects. With the provisions of this section, aid was distributed in proportion to the secondary enrolment in the provinces during the months of August, September, and October of the preceding year. In order to take care



MAKING MONEY WHILE HE LEARNS

A home poultry project, Togolan, Misamis



HARVESTING SUGAR CANE, CENTRAL LUZON AGRICULTURAL SCHOOL

The agricultural schools give training in raising all the important crops of the Islands

of these pensionados, a curriculum above the secondary years was organized in the Philippine School of Arts and Trades. This curriculum will prepare teachers for our provincial trade schools with professional training above the secondary level. The pensionados in the College of Agriculture were assigned to the new curriculum in agricultural education recently established in that institution.

TABLE 3.—*Distribution of insular aid under Act No. 3377, Section 2 (b) and (c), on the basis of the following amounts for each student in the province:*

Agriculture	₱30.00
Trade	20.00
Home Economics	10.00

Province	Agricultural		Trade		Home Economics	
	Enrolment	Allotment	Enrolment	Allotment	Enrolment	Allotment
Abra	94	₱2,820				
Agusan	66	1,980			15	₱150
Batangas			83	₱1,660		
Bohol	38	1,140	21	420	406	4,060
Bukidnon	82	2,460				
Bulacan			68	1,360		
Cagayan					6	60
Camarines Sur	145	4,350	131	2,620		
Capiz	56	1,680	34	680		
Cavite	79	2,370			36	360
Cebu			147	2,940		
Cotabato	35	1,050				
Davao	11	330				
Ilocos Norte	71	2,130	76	1,520		
Ilocos Sur	40	1,200	6	120	362	3,620
Iloilo			63	1,260		
Isabela	180	5,400	121	2,420		
Laguna					124	1,240
Lanao	39	1,170			1	10
Leyte	201	6,030	181	3,620	350	3,500
Mountain	203	6,090			90	900
Nueva Vizcaya	83	2,490			30	300
Oriental Negros			23	460	281	2,810
Pampanga	165	4,950	111	2,220	200	2,000
Pangasinan			221	4,420	692	6,920
Rizal					47	470
Romblon	41	1,230				
Samar	157	4,710	68	1,360	50	500
Sorsogon			70	1,400		
Tarlac			112	2,240	206	2,060
Union			119	2,380		
Zambales			34	680		
Zamboanga			47	940		
Total	1,786	₱53,580	1,736	₱34,720	2,896	₱28,960

Present Status

The enactment of Act No. 3377 has resulted in a marked increase in the interest in vocational education on the part of government officials, teachers, and school patrons, with a resultant increase in enrolment in all vocational branches. It is regretted that this bill was not based on a continued appropriation, because a vocational program cannot produce the best results if based upon a yearly program.

It should be realized that vocational instruction is considerably more expensive than academic instruction. The former requires larger areas, more buildings, and a considerable amount of technical equipment. It is also not possible to have as large classes in the vocational schools as we have in the academic schools, since more individual attention has to be given to the students.

The elementary classes in trade and agricultural schools have been decreased, and higher secondary classes added, so that within a two or three years all of the vocational schools will be of secondary grade. Three years ago the Philippine School of Arts and Trades was the only trade school offering a full secondary curriculum, but with the opening of new classes this year, complete secondary work is now given in Pampanga, La Union, Cebu, Batangas, and Leyte. This move has encouraged a large enrolment, as few students come to matriculate in secondary schools offering but one or two years of instruction. In agricultural and rural high schools a similar procedure has resulted in attracting a larger number of students to these schools.

The number of vocational students seems small, but the total number of vocational students in secondary schools in 1928 was 11,798. The enrolment in the academic high schools in 1920 was 10,676. It will therefore be seen that the present enrolment in the secondary vocational courses, although but a small part of the present enrolment in the secondary schools, is considerably more than the enrolment in the academic courses in 1920.

Considerable attention has been given to the improvement of the teaching personnel of the vocational schools. This fact and the recent revision and improvement of various courses have helped to raise the standards of both academic and vocational instruction.

Plans for the Future

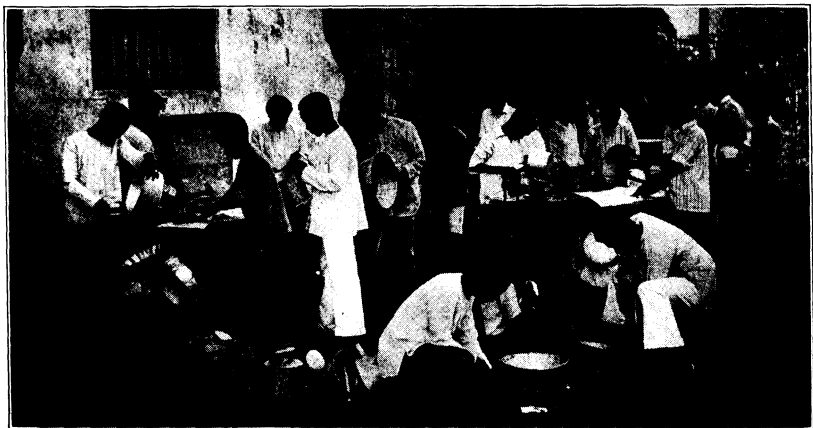
In making its plans for the future, the division has carefully considered the following objectives:

1. Determining the major and minor lines of vocational work for each trade, rural-high, and agricultural-high school, emphasis to be laid on the instruction in the trade and agricultural industries which can make the most enduring economic contribution to the people in the region within the sphere of influence of each school. This move will make the school basically instrumental in leading the region in the right economic direction.



STUDYING WOOD CARVING FROM AN EXPERT

Paete Elementary School pupils in the shop of a local craftsman, Laguna



MAKING AND MENDING ARTICLES FOR THEIR HOMES

A class in sheet-metal working, Lemery Elementary School, Batangas

2. Using the means that we have in further strengthening the trade, rural-high, and agricultural-high schools already established.

3. Improving the outlines of the courses of study, and the methods of teaching industrial and agricultural subjects.

4. Increasing the efficiency of English and the other academic subjects in vocational schools by better supervision of these classes and by the appointment of academically trained teachers and supervisors of these courses.

5. Eliminating less desirable varieties of plants and breeds of animals raised in the rural-high schools and agricultural schools and gradually replacing them with varieties and breeds of greater economic importance. In this way, the rural-high schools and agricultural schools can lead in the standardization of varieties of plants and breeds of animals raised in their respective regions.

6. Making the curricula so elastic that they may be adapted to the needs of students of different grades of intelligence, different inclinations, and different financial and social backgrounds. Although it is not desired that these schools be made a dumping ground for all of the undesirables of the high-school age, it is expected that, in the future, short vocational curricula may be offered to those who do not care or who are not prepared mentally or financially to take the more comprehensive curricula. A successful program of vocational education must not be tied down by tradition and hampered by methods of teaching and by administrative procedure which, however advisable in the non-vocational subjects, cannot be used with any degree of success in classes of purely vocational content. The offering of certificates for the completion of the manipulative courses in our trade schools is a step towards making these schools more nearly adapted to the needs of students of different mental and manipulative ability.

Although it may not be possible for the state to provide a complete secondary education for all students of secondary age, it can give to all boys and girls some training above the elementary grades which will enable them to prepare themselves for productive employment with the least expenditure of time and money. With the continued improvement in the professional equipment in our vocational schools and the offering of short courses in vocational subjects, it will be found that the students will become more concerned with actual accomplishments than

with the paper which certifies these accomplishments. It is encouraging to note the present tendency toward education for productive employment, which will tend to keep the proper balance between productive and acquisitive employment and to check the present excessive trend toward professional employment.

Economic Survey Committee

In accordance with Section 2 of Act No. 3377, a committee composed of members from different government bureaus was appointed to study the present economic condition of the country and to find means whereby the students of the public schools might take their place in the economic life of the country.

As the country is essentially agricultural, most time was spent by the committee in the study of agricultural conditions, and means of attracting a larger number of young people to the rural communities.

The committee believes that the settlement of the public domain is the most interesting factor in the economic development of the Philippines, and that a redirection of the great number of students coming from the schools and colleges toward the land is imperative. It believes, however, that the reason why 2,540,688 hectares of land remain uncultivated is not because of a lack of a desire of the young people to go to the farm, but because of the absence of capital with which to begin farming enterprises. The lack of roads and means of communication makes it difficult for the settler to go to these regions, and makes it still more difficult for him to market his products after he has settled there. If more students are to be attracted to the rural districts, it is essential that the government devote special attention to improving rural conditions by means of better roads, better schools, and better sanitary, health, and recreational facilities. The drift towards the urban centers is principally due to the fact that living conditions are usually more attractive in the larger cities and towns.

The following conclusions and recommendations of the committee will be used by the Bureau of Education in formulating its plans for improving secondary schools and in establishing new vocational schools and courses:

1. The committee believes that general education has made vocational education acceptable at the present time. Filipinos formerly had few opportunities to enter the professions or to take part in governmental activity, and naturally those who succeeded were held as heroes and leaders of the race. It was fortunate indeed that the demand for academic



PREPARING THE NATION'S BUILDERS

The building-construction shop, Philippine School of Arts and Trades



TRAINING CAREFUL WORKMEN

Electrical laboratory, Philippine School of Arts and Trades

instruction was not denied, and industrial and vocational instruction was introduced gradually.

2. In all vocational schools, training in English and citizenship should be made invariable constants. Narrow training in skills which is not supplemented with instruction in these two basic subjects will not contribute to intelligent citizenship either in rural or urban communities. The committee believes that the work of the schools is not to develop a peasantry class, but to train intelligent civic-minded homesteaders, skilled workers, and artisans.

3. The present elementary education is not top-heavy for present economic conditions—the curriculum as given in the elementary school is absolutely essential for an intelligent citizen to properly take up his duties towards his country, his community, and his family.

4. The Vocational Education Act has helped to increase the efficiency of the vocational schools and has caused school patrons and the public in general to take a greater interest in this branch of instruction. It is recommended that this Act be made a permanent part of the budget, or that a continuing appropriation be made, which will enable the Bureau of Education to plan the work for a number of years, instead of limiting the program to the fiscal year in which the Act was passed.

5. The present interest in the economic development of the country will create an increasing interest in vocational education. The Bureau of Education should be prepared in the near future to take care of the thousands who will desire to be enrolled in the vocational schools.

6. Employers of labor are unanimous in their opinion that the raising of the standard of living has helped them obtain more efficient and constant labor.

7. Steps should be taken by the government to improve rural conditions so that the facilities for communication, public utilities, health, education, and recreation compare favorably with those of urban communities. It is only by doing this that a greater number of young people may be encouraged to remain in the small towns and rural districts.

8. As nearly as possible, all applied work should be like that found on the farm, in modern business, and in industrial establishments. Practical experience cannot be obtained in a lecture nor from a book.

9. The country has not yet reached the point where there should be a greater amount of extreme specialization in the vocational schools. There should be a broad foundation involving the mastery of general principles which would enable the graduate to adapt himself to varying industrial and agricultural situations. Specialization will come later in each life under actual job conditions.

10. Closing or curtailing the academic high schools will not force the students into the vocational schools. The only way that the enrolment in the vocational schools can be increased is by increasing the appropriation for these schools and improving the standards in them so that they at least equal those of the academic schools in terms of personnel, equipment, buildings, and standards of instruction.

11. More financial support should be given to vocational secondary schools in order that the efficiency in terms of teaching content, buildings, equipment, and personnel approximates that in the other secondary schools. The committee believes that the people are interested in these schools and

that with this equalization of moral and material support, the enrolment in the vocational schools will in five years be at least equal to if not more than that of the other secondary schools.

12. There is a growing tendency on the part of the provincial governments to curtail expenditures for secondary schools, both vocational and academic. Most of the provincial appropriations for secondary teachers' salaries are not from government revenues, but from tuition fees of secondary students. If an extension of secondary education, either vocational or otherwise, is desired, greater appropriations for that purpose will have to be made by the provincial governments concerned. The greater need of a free elementary education for every child of school age limits the appropriations which can be made by the Insular Government for the secondary schools.

13. Secondary schools should be institutions where the students have greater opportunity for self-support, but it is not possible to make these schools self-supporting. Vocational schools are possible only with adequate government appropriation for the establishment and maintenance of these schools.

14. A land settlement movement similar to that of California will greatly help toward making the country attractive. An office of land settlement should be created to select the land for settlement, to direct the sub-division of the land, to manage the improvement and disposition of the lots, and to lead in the educational, social, and economic improvement of the settlers. The government should advance the money needed in the development of the settlements, the settlers to pay the money advanced with interest after a reasonable period of time.

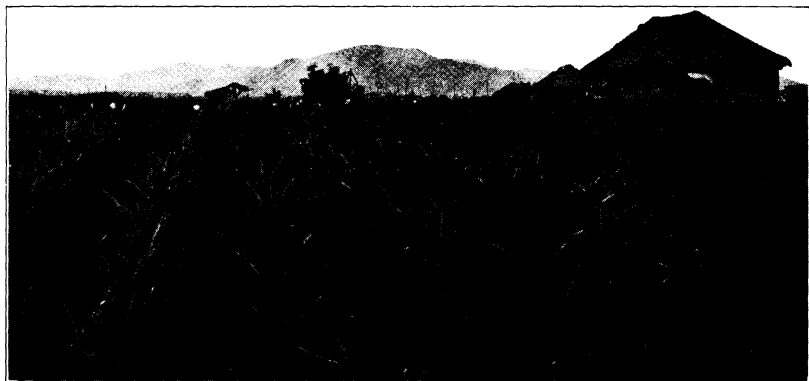
Work in Home Economics

A general survey of the home-economics field indicates a steady and wholesome growth during the year 1928. Supervision made progress; teachers made greater efforts to improve themselves professionally; classroom instruction improved; a closer correlation was established between classroom activities and home interests; in many places the number of teaching periods of home-economics teachers was reduced to that of other teachers; interest in health instruction and health practices spread; libraries were enlarged; thirteen home-economics buildings were erected; standardized objective tests in two different home-economics subjects were given in forty-two divisions; a new study in food and health was prepared and added to the first year; and several new curriculum projects were begun.

The most important changes, improvements, and needs of our home-economics work for the year 1928 are discussed below.

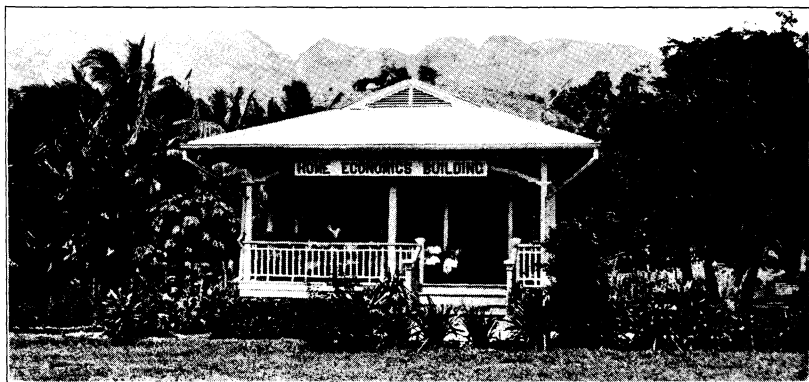
Supervision of Home Economics

During the year five new positions were opened for provincial supervisors of home-economics. There are now twenty-



PINEAPPLE CULTIVATION

Native pineapples being improved by scientific agriculture, Casisang Settlement
Farm School, Bukidnon



A MODERN HOME FOR HOME ECONOMICS

A building recently completed in Oslob, Cebu

seven divisions with a separate supervisor for this work, plus two supervisors in Manila.

The outstanding event in home economics for the year was the change in status of the home-economics supervisors. Previously these supervisors had been subordinates and assistants of the industrial supervisors and responsible to them for this work. With the change in status, the supervisor of home-economics was given full charge of this work and made directly responsible for it to the division superintendent. This change came as a recognition of the fact that home economics in the provinces had developed to such a place that its needs could be studied and administered better as a separate unit.

The statement made in the last *Annual Report* regarding the need for more and better-trained supervisors of home economics must be repeated here and emphasized. Several factors combine to make this need pressing and real: home economics is not as well standardized as other fields of study; the work has expanded greatly in the high schools during the year; a large number of the home-economics teachers are not adequately trained; and twenty-one divisions have no supervisor of home economics.

Home-Economics Teachers and Their Training

The problem of getting well-trained home-economics teachers is acute. The home-economics work has expanded and enlarged so rapidly and to such an extent within the last two or three years, and so much has been added since most of the present teachers were in training that new and unusual demands are being made on home-economics teachers in the service. Many have been able to meet these demands; others have not. However, many teachers of the latter group have been retained in the service because of a lack of teachers with an adequate home-economics training.

Though trained home-economics teachers are scarce, efforts have been made to maintain or establish high standards for prospective teachers who enter training. High-school girls who cannot profit greatly by further wholly academic study sometimes elect the home-economics course. This is as it should be. But greater care is being exercised that such girls, after two or three years of study, do not become teachers of home economics in the grades, except in cases where it is absolutely necessary to accept them.

In the Philippine Normal School, intelligence tests, which recently became a regular part of the entrance routine, have

weeded out all except the most desirable material for teachers. The revision of the home-economics curriculum in this school has made it better fit the needs of prospective home-economics teachers. The curriculum now makes a greater appeal to girls who rank high intellectually, and so it has begun to attract to this work some of the best and most ambitious women students.

The Load of Home-Economics Teachers

A feeling has been growing steadily that the home-economics teachers have been carrying too heavy a load; consequently during the year inquiries were made by the General Office as to just how much work they were doing.

It was found that, with the exception of only a few divisions where special consideration was being given to the home-economics work, the home-economics teachers were carrying a far heavier load than were teachers of other subjects. Often their school day was so long and full that they had neither time nor energy left for making home contacts; supervising home projects; acquainting themselves with individual needs of the girls, particularly health needs, or with community needs; or taking part in community enterprises. Home economics has some very definite contributions to make to health conditions, but in order that this factor in health education may function more effectively, it is necessary that the teachers be given ample time to follow up their instruction outside the classroom to make sure that it is resulting in permanently improved health practices. It is also essential, if the best work is to be expected, that the teacher's own health be conserved.

Activities of Home-Economics Classes

Some idea of the activities of home-economics classes may be gained from the following:

During the year elementary-school girls in sewing classes made more than 400,000 garments for themselves or for members of their families.

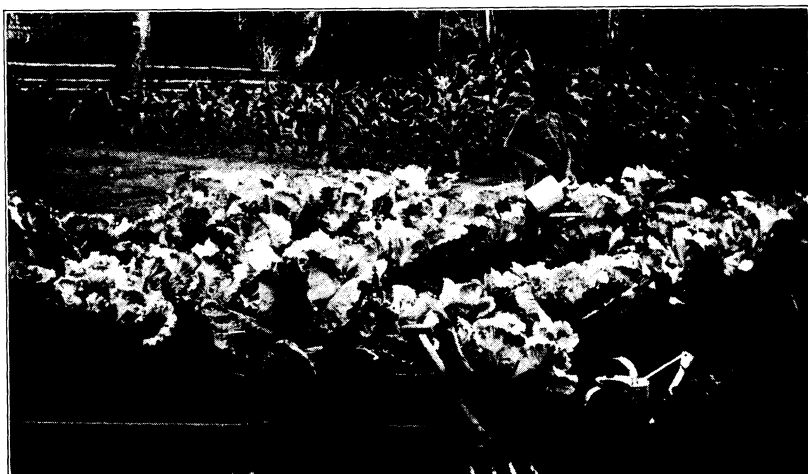
Over 76,000 recipes were cooked and served by elementary-school girls in food classes, usually to members of the class. (These figures exclude recipes prepared by high-school girls, and food prepared by intermediate-class girls for sale at lunch counters.)

Over 100,000 girls in fine-needlework classes (embroidery or lace) each made or decorated at least one useful article for herself, for a member of her family, or for her home.



FUTURE HOME-MAKERS

Fifth-grade plain-sewing class, Camalig, Albay



ENGROSSED IN HIS ACHIEVEMENTS

A third-grade boy at work in his home garden, Camalig, Albay

Thousands of schoolgirls carried on such home projects as food preparation, house or yard improvement, poultry raising, and vegetable gardening.

No attempt is made to place a money value on the results of these activities, but it must be considerable. The great value lies in attitudes and ideals gained rather than in the money value of the finished products.

In addition to the above, the following home-economics activities seem worthy of mention:

Over 75,000 elementary-school girls and over 2,000 high-school girls were given practical instruction in the selection and preparation of food, always according to the latest scientific principles.

Cooking teachers coöperated with garden teachers, and the vegetables for many of the recipes came from the school gardens. Not infrequently the finished products were served to the garden boys. This was done in an effort to emphasize the value of vegetables in the diet and to make both the boys and girls see the practical value of a vegetable garden.

Thousands of schoolgirls kept many different types of score cards of their health habits, such as vitamin-containing foods eaten during the week, mineral-containing foods eaten during the week, and open windows at night.

Thousands of girls—wherever scales were available—weighed themselves regularly, and kept and interpreted charts of their weights.

During the year, the Home-Economics Department of the General Office directed its supervisory activities in four hundred and twelve schools and twenty-two institutes in forty-one different divisions. These activities included visiting schools and grounds; visiting special-day exhibits, as garden day, visiting day, mother's day, etc.; making classroom observations; giving tests; giving assistance in organizing and conducting institute classes; conducting model classes; and holding conferences.

During the year the department prepared and sent out over 160,000 sheets of home-economics helps, such as patterns, sewing guides, embroidery designs, data for food classes, etc.

CHAPTER II

CURRICULUM REVISION

Year by year since the inauguration of the present school system, the curriculum has steadily undergone changes. The subjects taught, the books prescribed, the methods used, and the subject matter presented by the classroom teacher have been carefully scrutinized in order to present to the child the knowledge and training which would best fit him for life. Practices and policies which have proved their worth elsewhere have been incorporated into the curriculum and these, together with the knowledge of pupil needs, have formed the basis of changes. In order that the whole program of studies might be evaluated and modified where necessary, a specialist in the reconstruction of school curricula was appointed, who is to devote his entire attention to the study of the school curricula.

During 1928 several committees were appointed to prepare units of teaching material in certain subjects. These committees were made up of teachers and supervisors who had shown special proficiency in particular subjects, and the membership was likewise composed of representative members from various levels and types of instruction. A phonics committee prepared definite units of teaching materials in primary phonics together with a pre-primer vocabulary list. Another committee prepared teaching units for third-grade home geography. A third committee prepared a manuscript containing social-science and correlated material for fourth-grade pupils for use as supplementary reading material. Another committee began the revision of Bulletin 47, *Good Manners and Right Conduct*. Some work was accomplished on the revision of the *Secondary Course in English Composition*. A committee was appointed to collect additional material for incorporation in the Bureau publication, *Philippine Prose and Poetry*, for use in first-year literature classes. A small beginning was made in the preparation of material for character education in secondary schools. A general curriculum committee was appointed to set forth in definite terms the educational objectives which should govern the construction of curricula.

Teaching material is issued to the field annually in the form of mimeographed and printed courses. New units of material called *Food and Health* for first-year and second-year home-economics classes in secondary schools were issued to replace material which had been used previously. The *Course of Study in Literature for Academic High Schools and Normal Schools* was reprinted and slightly revised. A special *Course of Study in Literature for Agricultural and Rural High Schools* was issued for the first time. Courses for agricultural and farm schools in arithmetic, horticulture, animal husbandry, farm science, biology, plant diseases and pests, farm crops, farm economics, and farm physics were also prepared. Minimum laboratory requirements in general science were prescribed, together with general plans for recording demonstrations. The courses in psychology and principles of teaching for normal schools were revised. A new *Manual for Mechanical Drawing for Elementary Schools* was also released.

The subjects of the various levels of instruction were changed but slightly. Some time was added for spelling in the primary grades, and eighty minutes a week were added to housekeeping and cooking in the second semester of the fifth grade, this additional time being taken from the allotment previously given to embroidery, lace, or crochet.

Eleven secondary schools were asked to try out elective courses in sociology and vocational guidance with a view to possibly introducing these courses in all secondary schools.

CHAPTER III

THE FINANCIAL PROBLEM

Increase in Enrolment in the Upper Grades and the Secondary Years

The gradual and continuous increase in the percentage of children who remain in school through the primary grades and who enter the intermediate grades raises a problem difficult to solve, for while local school funds remain stationary, yet more funds are required to educate the intermediate child than the primary child. Table 4 indicates the increase in the holding power of the public schools, as pupils progress from grade to grade. Intermediate education costs considerably more per pu-

TABLE 4.—*Percentage of total enrolment in primary, intermediate, and secondary grades (September)*

Year	Monthly Enrolment		
	Primary	Inter- mediate	Second- ary
1910	94.91	4.48	.61
1915	90.13	8.34	1.53
1920	86.52	11.50	1.98
1925	78.70	16.29	5.01
1927 ^a	76.27	17.92	5.81
1928	75.32	18.34	6.34

^a Data for Itbayat, Batanes, for July, 1927, are used.

pil than primary education. The training is more diversified, teachers are usually better paid, and the same number of classes requires a greater number of teachers.

The number of primary and intermediate schools maintained during the year and the number of teachers in these schools are shown in Table 5.

TABLE 5.—*Number of primary and intermediate schools and teachers in September, 1927 and 1928*

Items	September 1927 ^a	September 1928	Increase (+) de- crease (-)	Percentage of increase (+) de- crease (-)
Number of schools:				
Primary	5,998	5,946	— 52	— .88
Intermediate	1,243	1,276	+ 33	+ 2.65
Total	7,241	7,222	— 19	— .26
Number of teachers in these schools:				
Primary	17,411	17,190	— 221	— 1.27
Intermediate	6,429	6,749	+ 320	+ 4.98
Total	23,840	23,939	+ 99	+ .42

^a Data for Itbayat, Batanes, for July, 1927, are used.

A slight decrease will be observed in the total number of elementary schools, but an increase in the number of teachers, showing that the buildings were used to better advantage. The enrolment in the intermediate grades increased, as will be seen in Table 6, sufficiently to counteract the slight decrease in primary enrolment and to show a net gain of 0.55 per cent for the enrolment in all elementary schools.

TABLE 6.—*Primary and intermediate enrolment and attendance in September, 1927 and 1928*

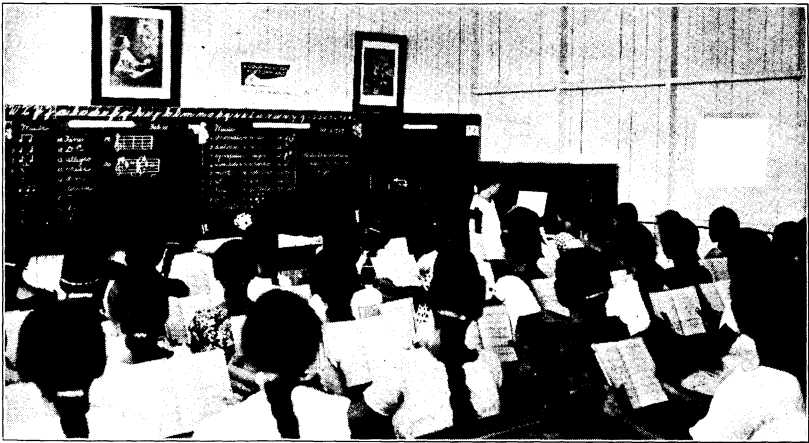
Items	September 1927 ^a	September 1928	Increase (+) de- crease (-)	Percentage of increase (+) de- crease (-)
Annual enrolment:				
Primary	837, 420	834, 593	- 2, 827	- .34
Intermediate	197, 784	206, 356	+ 8, 572	+ 4.33
Total	1, 035, 204	1, 040, 949	+ 5, 745	+ .55
Monthly enrolment:				
Primary	817, 496	816, 168	- 1, 328	- .16
Intermediate	192, 060	198, 765	+ 6, 705	+ 3.49
Total	1, 009, 556	1, 014, 933	+ 5, 377	+ .53
Average daily attendance:				
Primary	774, 998	774, 675	- 323	- .04
Intermediate	183, 540	189, 689	+ 6, 149	+ 3.35
Total	958, 538	964, 364	+ 5, 826	+ .61

^a Data for Itbayat, Batanes, for July, 1927, are used.

The secondary enrolment and the percentage of the total enrolment which is in secondary schools have increased similarly to those in intermediate grades. As the cost of secondary education is greater per pupil than intermediate education, the added cost would have been prohibitive had it been maintained as in the past largely from insular funds. But as the secondary enrolment has increased, the burden of support has been shifted more and more upon the students themselves by means of tuition fees. In June, 1928, the number of insular teachers in secondary academic schools was decreased by five per cent, and in June, 1929, another five per cent decrease will take place. Thus by June, 1929, not more than ten per cent of the insular teaching force will be assigned to academic high schools. During the year, tuition fees were charged by thirty-five divisions, the fees ranging from ₱4 to ₱25 for resident students, and from ₱4 to ₱50 for nonresident students.



GROUP METHOD IN FORMAL AUDIENCE READING
Sixth grade, Caloocan Elementary School, Rizal



DEVELOPING A TASTE FOR THE WORLD'S BEST MUSIC
Class in music appreciation, Rizal Elementary School, Manila

Table 7 lists the secondary curricula offered during 1928.

TABLE 7.—*Secondary curricula offered*

	Number	
	1927	1928
Length of curriculum:		
Complete four-year curriculum	75	84
Three-year curriculum	14	15
Two-year curriculum	14	10
One-year curriculum	10	17
Combination of curricula:		
General curriculum only	44	42
Agricultural curriculum only	17	25
Trade curriculum only	19	23
Normal curriculum only	8	8
Nautical curriculum only	1	1
Commercial curriculum only	1	1
Home-economics curriculum only	1	1
General and normal curricula	4	6
General and home-economics curricula	6	7
Normal, home-economics and trade curricula	1	1
Home-economics and trade curricula	1	2
General, normal, and home economics curricula	3	3
Home-economics and agricultural curricula	5	6
General, normal, home economics, and commercial curricula	1	1
Home-economics and normal curricula	1	1

The per cent of the school population in school, at least on the elementary level, must increase in order to create an enlightened public opinion. Every child should have an opportunity to receive at least an elementary education. This would provide him with the abilities to read widely, to write, to perform intelligently the duties of a good citizen, and would to some degree acquaint him with various lines of industry.

School Expenditures

The total expenditures for school purposes from all governmental sources in 1928 can not yet be ascertained in view of the fact that the school expenditures from provincial and municipal funds are not yet known. The 1928 expenditures by the Insular Government, however, amounted to ₱18,969,097.81, or an increase of ₱1,023,914.63 (5.71%) over the insular school expenditures in 1927.

It will be noted in Table 8 that the expenditures per capita for school purposes increased from ₱2.01 in 1923 to ₱2.35 in 1927, and that the expenditures per pupil likewise increased from ₱19.97 in 1923 to ₱25.12 in 1927. It will also be noted that these costs increased every year, with the exception of 1925.

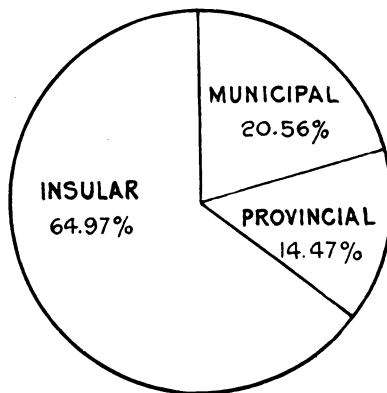
TABLE 8.—*Total governmental expenditures for school purposes for five years, expenditures per capita, and expenditures per pupil*

Year	Total expenditures	Per cent of increase or decrease (—)	Expenditures per capita ^a	Expenditures per pupil ^b
1923	P22, 202, 532. 49	-----	P2. 01	P19. 97
1924	24, 529, 540. 55	10. 48	2. 18	22. 07
1925	24, 148, 485. 49	— 1. 55	2. 12	22. 02
1926	25, 424, 434. 32	5. 28	2. 20	23. 95
1927	27, 619, 506. 82	8. 63	2. 35	25. 12

^a Expenditures per capita are figured on the basis of the total population estimates as supplied by the Philippine Health Service.

^b Expenditures per pupil are figured on the basis of the annual enrolment for September.

Figure 1 shows the percentages of expense borne by each division of government, insular, provincial, and municipal, in 1927, and Table 9 shows the per capita and per pupil amounts spent by each for education.



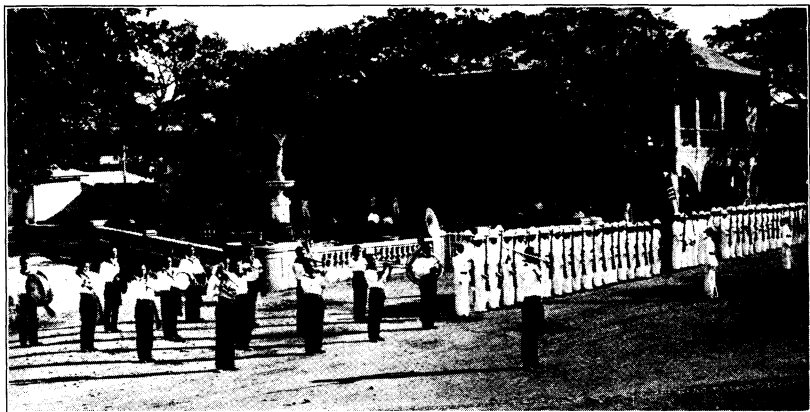
A diagram showing the percentages of the expense borne by the insular, provincial, and municipal governments for education in 1927.

Fig. 1

TABLE 9.—*Amounts and percentages of per capita and per pupil costs of education borne by the three divisions of government, 1927*

	Insular	Provincial	Municipal	Total
Per capita.....	P1. 52½	P0. 34	P0. 48½	P2. 35
Per pupil.....	16. 32	3. 63½	5. 16½	25. 12
Percentage borne	64. 97	14. 47	20. 56	100. 00

It will be noted in Table 10 that the insular expenditures for public-school purposes were much larger than the combined expenditures for the same purpose from provincial and municipal funds. It will also be noted that while the insular and the



MUSIC PLAYS A LARGE PART IN THE WELL-ORGANIZED HIGH SCHOOL

Vigan High School band and cadets winning first prize at the
Ilocos Sur carnival



A CORNER OF A SCHOOL GARDEN

The cabbage section of the Santa Maria Elementary School garden,
Ilocos Sur

municipal governments expended for public-school purposes 28.60 per cent and 29.46 per cent, respectively, of their total expenditures, the provincial governments expended only 11.17 per cent of their total expenditures for this purpose.

TABLE 10.—*Governmental expenditures for all purposes, and the amount and percentage spent for public schools in 1927*

Government	Expenditures	Expenditures for school purposes	Percentages which school expenditures were of total expenditures
Insular.....	₱62,743,468.35	₱17,945,183.18	28.60
Provincial.....	25,777,438.75	3,995,459.19	11.17
Municipal.....	19,273,690.04	5,678,864.45	29.46
Total.....	₱117,794,597.14	₱27,619,506.82	23.45

Table 11 shows that ₱11,607,961.87 or 64.68 per cent of the total insular school expenditures was given to provinces and municipalities as aid for school purposes. Of this insular aid, ₱1,364,500 was allotted for permanent improvements, and the remainder, amounting to ₱10,243,461.87, was used for teachers' salaries. Of the total government expenditures, therefore, ₱18,353,557.01 or 66.45 per cent, was used for teachers' salaries; ₱4,357,401.64, or 15.77 per cent, for outlay; and ₱4,908,548.17, or 17.77 per cent, for other expenses.

TABLE 11.—*Classification of insular, provincial, and municipal school expenditures in 1927*

Expenditures	Insular	Provincial	Municipal	Total
Aid to provinces and municipalities.....	₱11,607,961.87			₱11,607,961.87
Salaries.....	4,195,947.67	₱2,341,027.49	₱1,573,119.98	^a 8,110,095.14
Outlay.....	104,924.99	519,666.87	2,368,309.78	^b 2,992,901.64
Other expenses.....	2,036,348.65	1,134,764.83	1,737,434.69	4,908,548.17
Total.....	₱17,945,183.18	₱3,995,459.19	₱5,678,864.45	₱27,619,506.82
Percentage of total school expenditures.....	64.97	14.47	20.56	100.00

^a Does not include ₱10,243,461.87 from insular aid used for salaries.

^b Does not include ₱1,364,500 from insular aid used for outlay.

Table 12 shows that the 1927 school expenditures from all governmental sources were larger than the 1926 school expenditures by over two million pesos, and that the expenditures from provincial funds show the highest percentage of increase, although the expenditures by the Insular Government show the largest amount of increase.

TABLE 12.—*Public school expenditures from all governmental sources*

Government	Expenditures 1926	Expenditures 1927	Percentage of increase
Insular.....	₱16,295,895.30	₱17,945,183.18	10.15
Provincial.....	3,563,253.10	3,995,459.19	12.13
Municipal.....	5,569,285.92	5,678,864.45	1.97
Total.....	₱25,424,434.32	₱27,619,506.82	8.63

The large increase in insular expenditures is accounted for mostly by the increase of ₱1,000,000 in the aid for free elementary instruction, and by the appropriation of ₱300,000 for elementary instruction granted by Act 3347. The increase in provincial expenditures was due mostly to increased expenditures for salaries on account of the increase in the number of provincial teachers and on account of the increase in the rate of their salaries.

Salaries of Teachers and Effect of the ₱40 Minimum

The Legislature's setting a minimum entrance salary of ₱40 for municipal teachers had some effect in increasing the average salary paid to municipal teachers as is indicated in Table 13. The average increase would have been greater had it not been for the fact that a large number of divisions already had a forty-peso minimum salary schedule at the time this legislation went into effect. In 1928, the average salary of all Filipino teachers was ₱60.55 per month, an increase of ₱2.25 over the 1927 average. Table 13 shows that some improvement was made in the salaries paid to secondary provincial teachers. This was to be expected, as a greater number of college of education graduates are employed annually in the secondary schools.

TABLE 13.—*Average monthly salaries of all classes of Filipino teachers for 1927 and 1928*

	Insular		Provincial		Municipal	
	1927	1928	1927	1928	1927	1928
Classroom teachers.....	₱102.08	₱106.50	₱70.33	₱78.84	₱50.85	₱52.56
Elementary principals.....	102.66	103.68	76.09	84.74	77.19	78.94
Supervising teachers.....	130.11	129.97	-----	80.00	-----	75.00
Secondary classroom teachers.....	134.97	138.64	110.46	115.58	105.63	106.46
Secondary principals.....	176.85	182.94	146.00	152.67	-----	-----

In Figure 2 on page 29, it will be noted that while the expenditures for all public education including higher education not under the Bureau of Education, from all governmental sources in 1927 was 25.51 per cent of the total governmental expend-



TENDING HIS OWN CHICKENS UNDER SCHOOL SUPERVISION

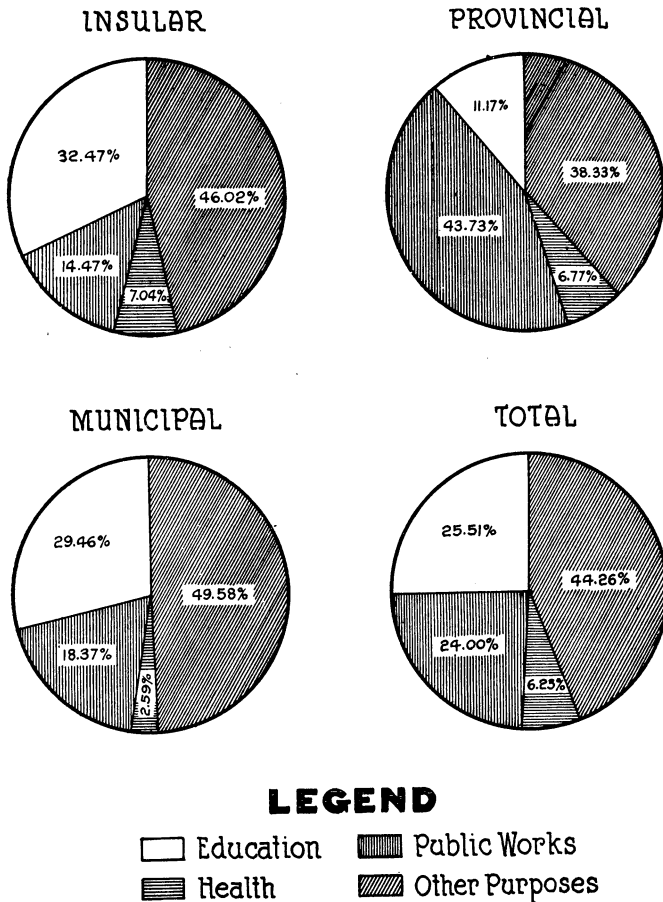
A poultry project, Papaya Elementary School, Nueva Ecija



STACKING RICE STRAW

Every farm experience is part of the training at the Central Luzon Agricultural School

iture, yet these school expenditures were not proportionately shared by the political divisions concerned. The insular and the municipal governments expended 32.47 per cent and 29.46 per cent of their respective total expenditures, whereas the pro-



Division of Government Expenses for all purposes, 1927. (Education includes education not under the Bureau of Education.)

Fig. 2

vincial governments expended only 11.17 per cent for this purpose. Table 14 shows the actual amounts of expenditures for various purposes.

TABLE 14.—*Governmental expenditures during the fiscal year 1927 of all purposes*

Purpose	Insular	Provincial	Municipal	Total
Public education ^a	P20,374,877.13	P3,995,459.19	P5,678,864.45	P30,049,200.77
Public health.....	4,417,094.30	2,423,724.44	499,594.20	7,340,412.94
Public works.....	9,080,088.70	15,646,187.29	3,539,791.44	28,266,067.43
Other purposes.....	28,871,408.22	13,712,067.83	9,555,439.95	52,138,916.00
Total.....	P62,743,468.35	P35,777,438.75	P19,273,690.04	P117,794,597.14

^a In this table *Public education* refers to all education, including education not under the Bureau of Education.

If the secondary schools are to be properly maintained, the provincial governments should provide more funds for school purposes. At least 25 per cent of the income of provinces should be devoted to education, which is unquestionably an interest most important to the general welfare of the people.

CHAPTER IV

MEASUREMENT OF INSTRUCTION

The Measurement and Research Department of the Bureau was fortunate during the year in securing the services of a more adequate and competent testing staff. To the four traveling members in 1927, another assistant was added in October, 1928. Consequently, what it took the original personnel of two, from September, 1925, to March, 1927, to cover, and what it would have taken the staff of 1927 by March, 1929, to complete, the 1928 force was able to finish in December, 1928.

The 1928 Program of Activities

The year 1928 saw the following program of measurement and research activities pursued by the Bureau :

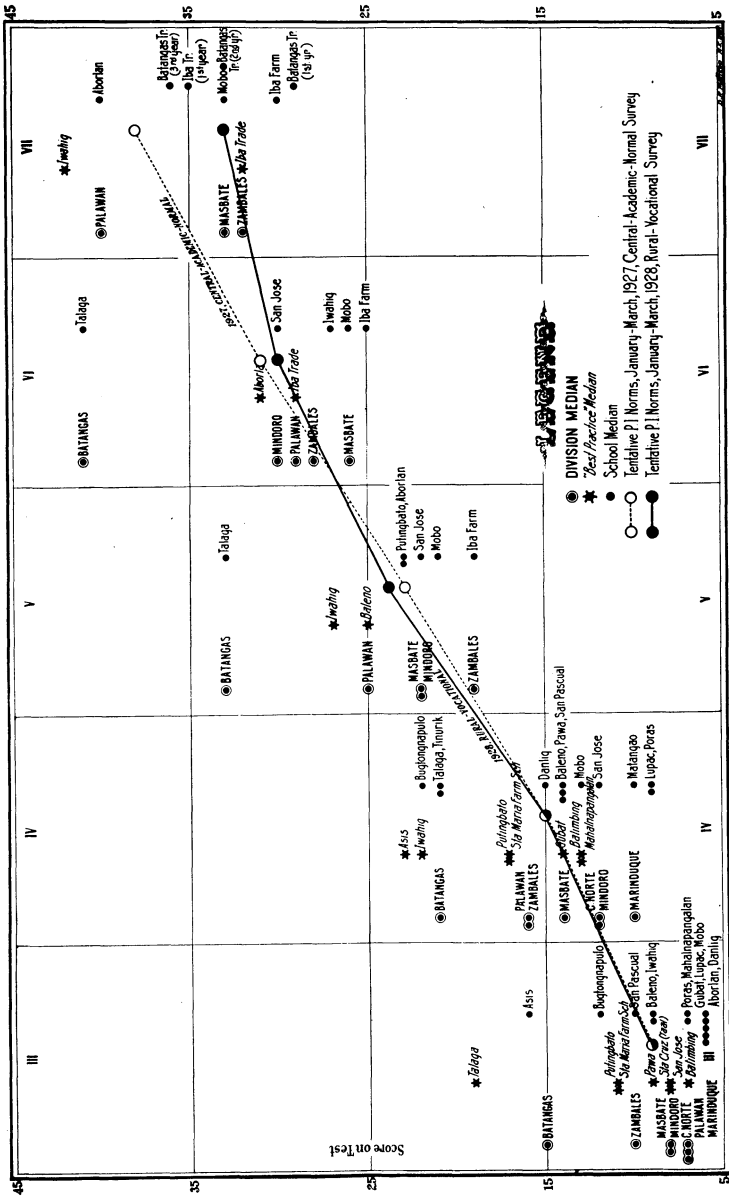
(1) Completing the last lap of the cross-section testing program of rural and vocational schools, started in June, 1927.

(2) Developing, with the assistance and guidance of the General Office home-economics supervisory staff, the final form of Philippine Educational Achievement Tests, Series F, Home Economics, Test 2: Sewing; and administering Test 1: Food Selection and Diet, of the same series, to forty-two divisions.

(3) Conducting the central-academic-normal survey with the Philippine Educational Achievement Tests, Series A—Form II, Series B—Form II, and Series C—Form II.

(4) Developing the final Form II of the Philippine Educational Achievement Tests, Series A—Form II, Series B—Form II, and Series C—Form II; Series E, United States History; an alternate form of Series F, Home Economics, Test 1: Food Selection and Diet; Series G, Primary Course of Study, Tests 1 and 2; Series H—Form I, General Science; and preliminary forms of tests in educational psychology, principles of teaching, first-grade mental ability, and secondary English.

As in former years, the measurement and research directing staff contributed to the training of teachers, principals, and supervisors in the scientific study of educational problems through the Baguio professional classes for supervisors, through normal institutes, and through teachers' conferences. The staff also assisted in the direction and supervision of experimental studies on various phases of school instruction, particularly in the first grade.



SURVEY OF RURAL AND VOCATIONAL SCHOOLS, PHILIPPINE EDUCATIONAL ACHIEVEMENT TESTS

SERIES A, B, AND C—FORM I (COMPOSITE EXCEPT COMPOSITION) JANUARY—MARCH, 1928

Fig. 3

The Rural-Vocational Survey Completed

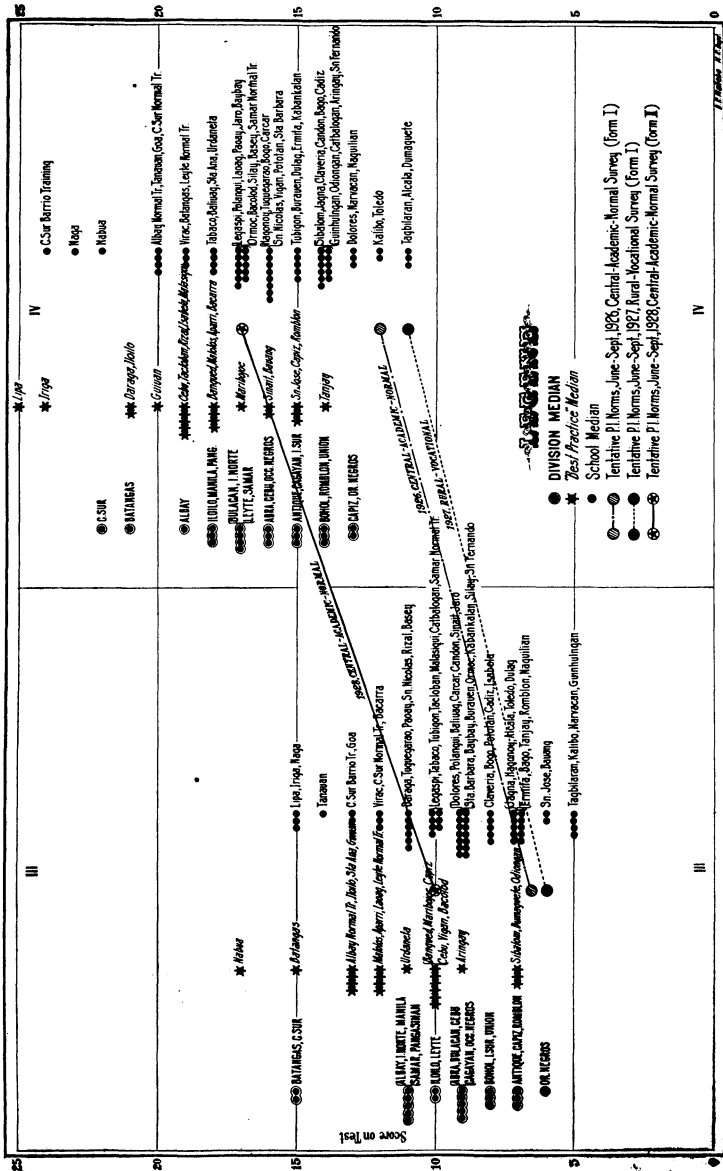
Only seven divisions (most of which are small) were not covered by the close of 1927 in the Bureau's rural-vocational survey which was started in June, 1927. This last lap of the survey was completed in the January-March period, 1928. Figure 3 shows the relative standing of the divisions tested during this period.

It is to be noted that the medians of this rural-vocational survey compare favorably with the medians for the general survey of 1927. It might be inferred, therefore, that while there is a discrepancy in scholastic achievement of rural-vocational classes in favor of central-academic classes in the larger divisions, such a difference does not obtain in the smaller divisions. It is quite possible that in the smaller school units, rural and vocational classes receive more intensive attention than in the larger divisions.

The Home-Economics Survey

As a follow-up to the survey of 1927, the Bureau's test in food selection and diet was repeated in March, 1928, being given to 4,141 seventh-grade girls in 42 divisions. At the same time, the first standardized test in sewing and textile studies was administered to 13,955 girls in the fifth, sixth, and seventh grades in the same divisions. The results of this survey were reported in full in the September, 1928, number of *Philippine Public Schools*.

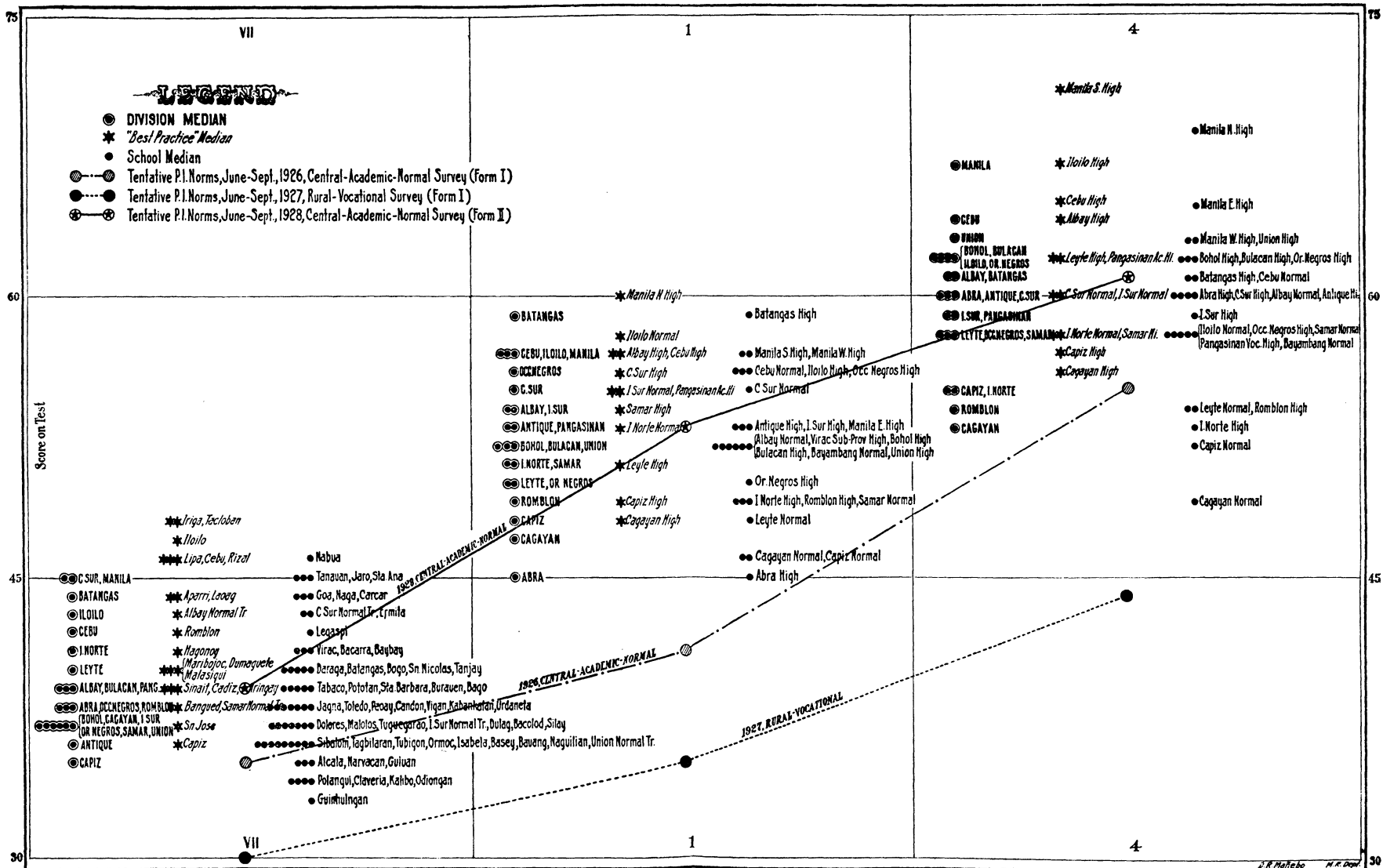
The Philippine Islands median in food selection and diet showed a gain in 1928. This was expected because of the impetus given by the first test and because of improved teaching during the year. Important factors contributing to this improvement are: (1) the result of the conference of home-economics supervisors and certain home-economics teachers held in the General Office in Manila in April, 1927, (2) the appointment of additional home-economics supervisors in 1927-28, and (3) the giving to home-economics supervisors of greater responsibility and authority in supervising these subjects. Testing in home-economics has done much to stimulate interest and activity in this subject. Many divisions have prepared similar tests and given them to all schools in the province, have assembled the data relative to the tests, and have issued this information to the teachers in the form of bulletins, so that the teachers may know just where most improvement is needed.



**SURVEY OF CENTRAL PRIMARY SCHOOLS, PHILIPPINE EDUCATIONAL
ACHIEVEMENT TESTS**

SERIES A, B, AND C—FORM II (COMPOSITE EXCEPT COMPOSITION) JUNE-SEPTEMBER, 1928

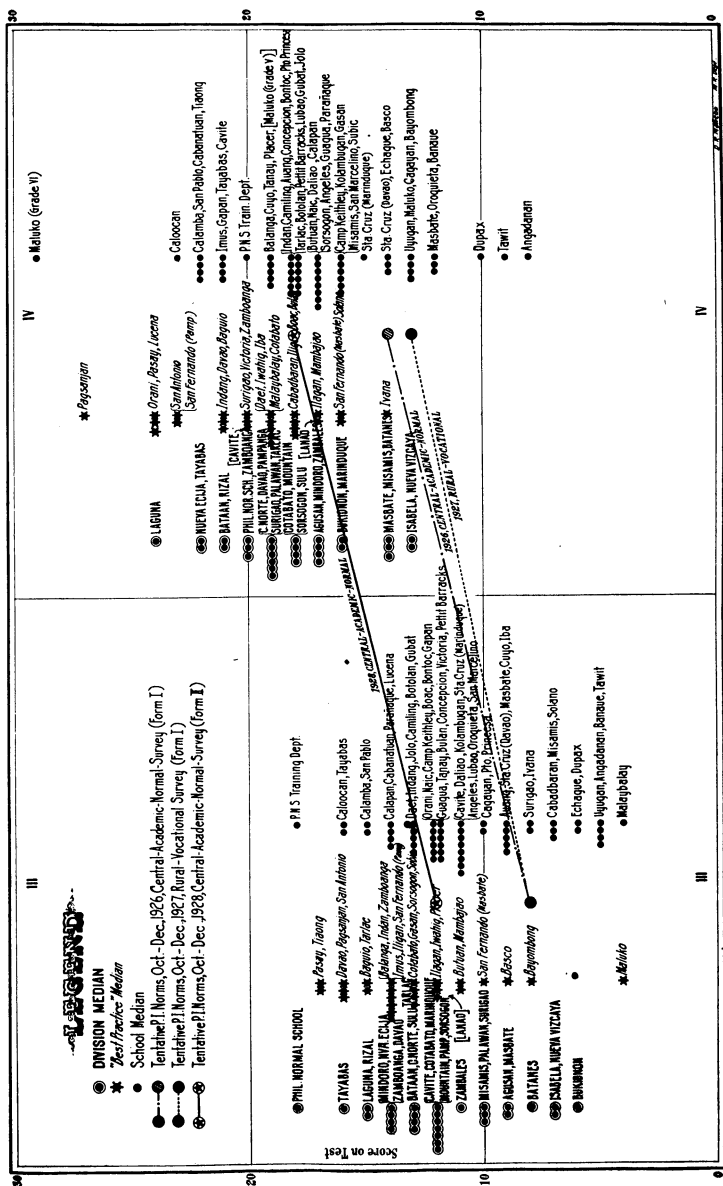
Fig. 4



SURVEY OF CENTRAL INTERMEDIATE AND ACADEMIC AND NORMAL SECONDARY SCHOOLS, JUNE-SEPTEMBER, 1928. PHILIPPINE EDUCATIONAL ACHIEVEMENT TESTS

SERIES A, B, AND C (COMPOSITE EXCEPT COMPOSITION)

Fig. 5



SURVEY OF CENTRAL PRIMARY SCHOOLS, PHILIPPINE EDUCATIONAL

ACHIEVEMENT TESTS

SERIES A, B, AND C-II (COMPOSITE EXCEPT COMPOSITION) OCTOBER-DECEMBER, 1928

Fig. 6

The Second Central-Academic-Normal Survey

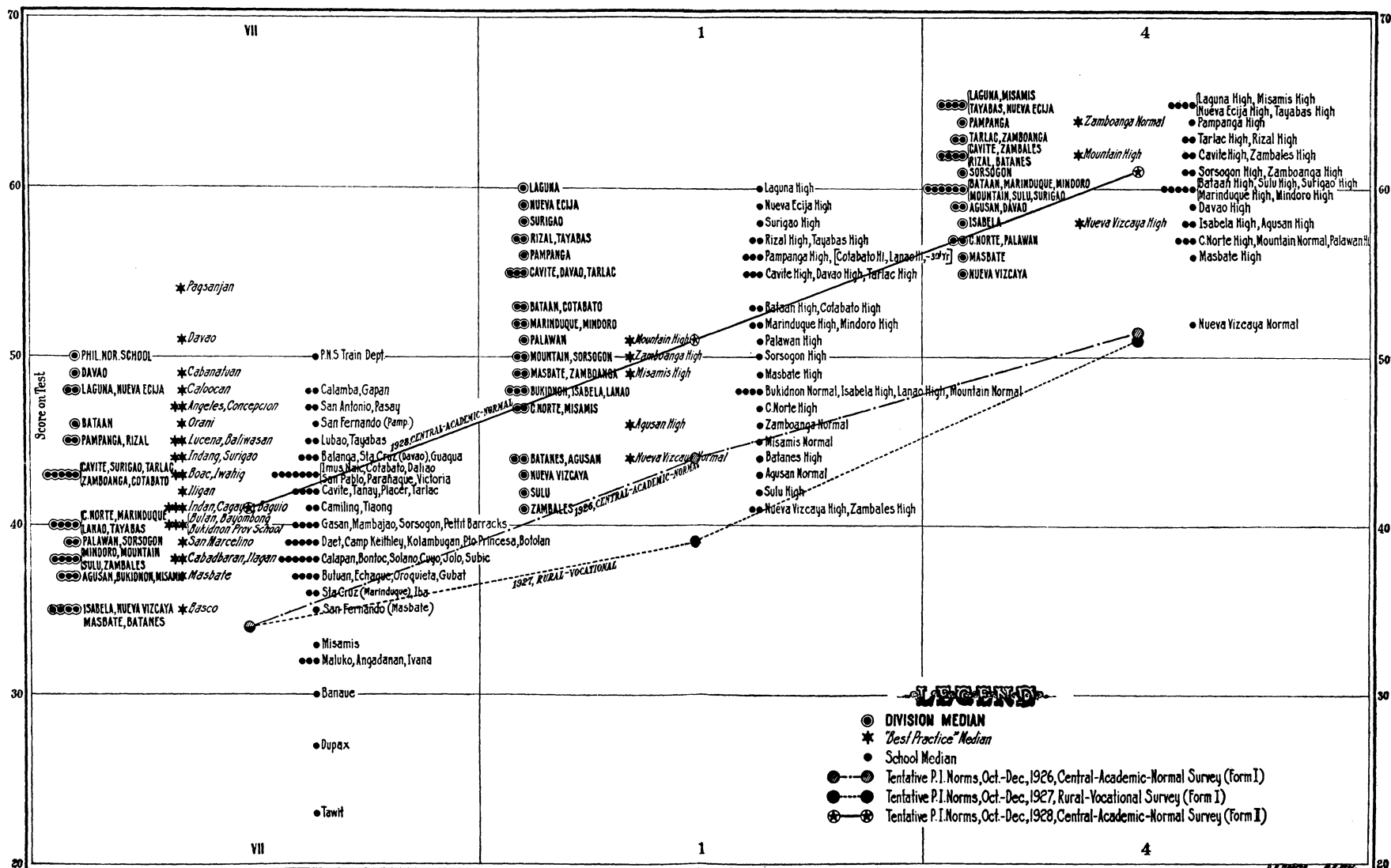
The first survey of central-elementary, and academic and normal secondary classes was inaugurated in September, 1925, and completed in March, 1927. With the development of Form II of the Series A, B, and C tests, the second survey of this nature was started in July, 1928; and, thanks to an enlarged personnel, this survey, embracing all divisions and one insular school, was completed in December.

The results of this survey are indicated in Figures 4, 5, 6, and 7. Figures 4, and 5 represent composite scores in arithmetic, reading, language, and dictation (spelling) for the June-September, 1928, period; Figures 6 and 7 for the October-December period.

It is to be noted that there is a marked increase in the Philippine medians for all grades over both the medians of the 1926 central-academic-normal survey and those of the 1927 rural-vocational survey. With the approximately equal difficulty of Form I of these series, which was used in the 1926 and 1927 surveys, and of Form II, which was used in the 1928 survey, this improvement can not but mean the raising of the standards of instruction in the fundamental subjects as a result of higher teachers' qualifications, better teaching methods, more effective supervision, and improved equipment and materials of instruction.

The 1928 Age-Grade and Progress Studies

The last nation-wide census of the age-grade distribution of Philippine public-school pupils and a study of their progress through the grades were conducted in 1925. The studies then revealed an overwhelmingly large per cent of over-age and slow-progress pupils in our schools. To remedy the situation the Bureau has ever since waged a vigorous campaign to reduce these large percentages by classifying pupils on the basis of ability, accelerating deserving school children, assigning better trained teachers, and improving instruction in general. What progress has been achieved in this direction during the last three years is shown in Tables 15 and 16. Table 15 gives the per cent of under-age, normal-age, and over-age pupils for 1925 and 1928, while Table 16 shows the per cent of rapid-progress, normal-progress, and slow-progress pupils for the same years.



SURVEY OF INTERMEDIATE AND ACADEMIC AND NORMAL SECONDARY SCHOOLS, PHILIPPINE EDUCATIONAL ACHIEVEMENT TESTS

SERIES A, B, AND C—FORM II (COMPOSITE EXCEPT COMPOSITION) OCTOBER–DECEMBER, 1928

Fig. 7

TABLE 15.—*Percentage of under-age, normal-age, and over-age pupils, 1925-26 and 1928-29*

Age groups	Total 1925-26	Total 1928-29	Increase (+) or decrease (—)
Boys:			
Per cent under-age.....	2.00	3.92	+ 1.92
Per cent normal-age.....	25.86	36.73	+10.87
Per cent over-age.....	72.14	59.35	—12.79
Girls:			
Per cent under-age.....	2.89	5.80	+ 2.91
Per cent normal-age.....	32.88	44.53	+11.65
Per cent over-age.....	64.23	49.67	—14.56
Both:			
Per cent under-age.....	2.37	4.71	+ 2.34
Per cent normal-age.....	28.80	40.02	+11.22
Per cent over-age.....	68.83	55.27	—13.56

TABLE 16.—*Percentage of rapid-progress, normal-progress, and slow-progress pupils, 1925-26 and 1928-29*

Progress groups	Total 1925-26	Total 1928-29	Increase (+) or decrease (—)
Boys:			
Per cent rapid.....	2.21	2.77	+ .56
Per cent normal.....	43.88	52.13	+8.25
Per cent slow.....	53.91	45.10	—8.81
Girls:			
Per cent rapid.....	1.89	3.04	+1.15
Per cent normal.....	52.49	59.06	+6.57
Per cent slow.....	45.62	37.90	—7.72
Both:			
Per cent rapid.....	2.06	2.88	+ .82
Per cent normal.....	47.84	54.99	+7.15
Per cent slow.....	50.10	42.13	—7.97

It is to be noted that in over-age pupils there was in 1928 a decrease of 13.56 per cent from that of 1925, and in slow-progress pupils a decrease of 7.97 per cent.

The Three-Year General Secondary Curriculum

For some time superior students of the academic secondary schools have taken advantage of the three-year curriculum. Since 1925 there have been no data compiled on the success of this curriculum. During 1928 division superintendents were asked to submit statistical data and comments on this curriculum. Returns from the field show that the three-year curriculum for academic secondary students has on the whole been working out well. There is, however, some feeling that the work should be limited to a much smaller and more rigidly selected group, and that possibly the three-year curriculum might be substit-

uted by a much enriched curriculum which would take four years, but would include more teaching materials.

Secondary Semestral Tests

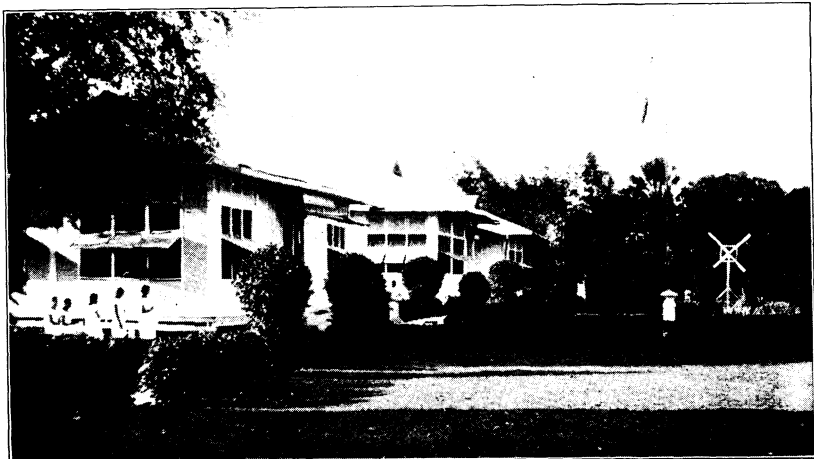
The second series of the Bureau's semestral tests in different secondary subjects were given in November, 1928. Tests were administered in first-year algebra, second-year English, third-year biology, and fourth-year economics. The results of these tests tend to show that there is still some necessity of supervision in the scholastic ratings teachers assign to students. It is the plan of the Bureau to continue giving similar tests in the future.

Measuring the Achievement of Normal-Curriculum Students

Besides being included in the Bureau's central-academic-normal survey, the normal schools were given several other tests. The Thorndike-McCall Reading Scale (Forms 1, 2, and 3) was given to the reading-methods classes in March, June, and October, 1928; the Bureau's tests in the four arithmetical combinations, to the arithmetic-methods classes in September-December, 1928; and the preliminary form of a test in educational psychology to the classes taking the subject towards the latter part of the first semester of the school year 1928-29.

Minor Studies

The General Office during the year also continued to assist in the direction and supervision of experiments in various phases of public-school instruction. The first-grade experiment in the oral method has been completed, while the experiment on different series of first-grade readers has been repeated. Besides these studies, a number of local studies have been reported by division superintendents, such as studies in the salaries, qualifications, and experience of teachers; percentages of promotion; and the spoken English of teachers and pupils.



BEAUTIFUL SURROUNDINGS A STIMULUS TO STUDY
Bocaue Elementary School, Bulacan



IMPROVING THEIR SCHOOL
Pupils cementing the floor of the Cabagan School lavatory, Isabela

CHAPTER V

STRENGTHENING THE TEACHING PERSONNEL

Among the most vital problems to be solved by this Bureau are those related to the improvement of the teaching personnel. A satisfactory solution of these problems will mean a maximum of pupil-progress from the first grade up. At the same time, the solution of these problems is so linked up with our problems of finance, supervision, and administration that every hampering factor in the solution of such problems delays progress in strengthening the entire teaching personnel.

Factors hampering the carrying out of the program for improving the teaching personnel during 1928 were (1) inadequate funds to provide salaries inviting to highly qualified teachers, and (2) the impossibility of filling all the vacancies in the secondary principalships with teachers who had had enough experience in the Islands to provide them a proper background for giving the teachers under them the most constructive supervision.

In spite of these handicaps, the improvement of the teaching personnel was very encouraging.

A. IN-SERVICE TRAINING OF TEACHERS

Vacation Normal Schools

Every year the vacation schools of the University of the Philippines and of the Bureau of Education are becoming more effective as factors in promoting the in-service training of teachers. During the long-vacation of 1928 one-sixth of the elementary-school teachers attended vacation normal schools, and a considerable number were represented in the summer classes of the University of the Philippines as well as in other college vacation schools.

In 1928 the Bureau of Education had four vacation normal schools, instead of three as in 1927, open to teachers who have not graduated from a normal school. These vacation normals were so distributed as to offer their opportunities to teachers in all parts of the Archipelago. The one in Manila, held in the Philippine Normal School, offered biology and physics as well

as all of the English-methods and education courses of the school. The other three, held in Baguio, in Cebu, and in Zamboanga, offered general science in addition to all of the English-methods and educational subjects of the provincial-normal curriculum. Not only in increased enrolment, but what is more important, in increased holding power, 1928 was a signal year in the history of our vacation normal schools.

Table 17 below gives pertinent data concerning the enrolment and promotion in these schools in 1927 and 1928:

TABLE 17.—*Enrolment and promotion in the Bureau of Education vacation normal schools in 1927 and 1928*

School	Total enrolment		Enrolment by subjects at the beginning of the term		Enrolment by subjects at the end of the term		Promotions by subjects		Percentage of promotions by subjects	
	1927	1928	1927	1928	1927	1928	1927	1928	1927	1928
P. N. S. Vacation Normal School	616	1,134	1,178	2,205	1,065	1,962	875	1,734	82.16	88.00
Baguio Vacation Normal School	345	970	807	2,017	595	1,878	569	1,691	95.63	90.00
Cebu Vacation Normal School	1,131	1,145	2,237	2,555	1,983	2,342	1,673	2,173	84.37	92.78
Zamboanga Vacation Normal School		395		1,011		969		852		88.00
Total	2,192	3,644	4,222	7,788	3,643	7,151	3,117	6,450	85.56	90.01

Professional and Model Classes

As in previous years, professional classes and model classes were conducted in Baguio during four weeks of the long vacation. The enrolment in the professional classes which were primarily intended for supervising teachers and principals was 193. Every division was represented, and all but nine divisions were represented by the 273 classroom teachers who attended the model classes. Because of inadequate room, only four model classes were organized—Grades I, II, III, and VI—and only one representative from each division was allowed to enrol for each of the two-week observing periods.

Normal Institutes

Besides conducting the usual normal institutes for elementary teachers, institutes for teachers from all types of secondary schools were held in Pangasinan, Camarines Sur, Cebu, and Ilocos Norte. The secondary teachers of Camarines Norte also attended the institute at Naga. Helpful features of the work of these secondary institutes were demonstration classes in liter-



HIGH-SCHOOL STUDENT GOVERNMENT

A session of the student court, Tayabas High School



LEARNING WOOD-CRAFTSMANSHIP

The wood-finishing shop, Philippine School of Arts and Trades

ature, composition, silent reading, phonics, and in one or more of the science, mathematics, and social-science subjects of the secondary course. Important objectives stressed were the study of the new *Course of Study in English*, correction of teachers' difficulties in pronunciation through appropriate training in phonics, correction of the common types of errors in spoken and written English through diagnosis followed by remedial teaching, vocabulary development in connection with every secondary subject, wider and more efficient use of the library in preparing study assignments, vitalizing the physical-education program, socializing the recitation especially through the use of the project method of teaching, and character education.

Professional Reading

There was a general campaign in 1928 for more professional reading. Reading clubs for elementary supervisors and principals, elementary teachers, and secondary teachers, following definitely planned courses of study were organized in nearly every division. The reading courses followed are not uniform throughout the Islands but are formulated in each division with a view to meeting the special needs of teachers belonging to the different clubs. Among the books widely read by elementary teachers were Gates' *Improvement of Reading*; Parker's *Types of Elementary Teaching and Learning*; and Reed's *Psychology of the Elementary School Subjects*; by supervising teachers and principals, Barr and Burton's *Supervision of Instruction*; Burton's *Supervision and Improvement of Instruction*; and by secondary teachers, Book's *Learning How to Study and Work Effectively*. However, the materials used in these reading circles were very much diversified, since teachers were grouped according to the nature of the work they were doing. In some clubs tests covering the books and journals read were given from time to time.

Publications

An entirely new project designated to stimulate professional growth among teachers, the publication of the *Philippine Public Schools*, was launched in January, 1928. This professional journal, furnished free to every teacher in the public-school service, and containing articles contributed by Bureau of Education school officials and teachers from every part of the Islands, is discussed at greater length in Chapter IX. A bul-

letin entitled *Health, A Manual for Teachers*, issued early in the year, and referred to in Chapter VII, should do much to train teachers in the fundamentals necessary to improve the health of the schools.

B. TEACHER-TRAINING SCHOOLS AS A FACTOR IN IMPROVING THE TEACHING PERSONNEL

Two factors contributed greatly to increasing the enrolment in normal schools: the policy of the Bureau and of the field to select teachers for the yearly replacement in elementary schools from normal-school graduates, and the splendid response of elementary school teachers to the increasingly higher standards of instruction set by this Office and by the field. At the same time another factor, the raising of standards in selecting candidates for admission to the normal curriculum, militated to no small extent against an increase of enrolment. It is believed, however, that efficiency in instruction will gain nothing by admitting to teacher-training schools students who do not have the personal qualities and the mental ability essential for success in teaching.

Table 18 shows the total enrolment in normal schools and the normal curricula, exclusive of vacation schools, for the school year 1928-29.

TABLE 18.—*Enrolment in normal schools and normal curricula for the school year 1928-1929*

School	Monthly enrolment September	School	Monthly enrolment September
Philippine Normal School	* 1,193	Cagayan High School	416
Albay Normal School	439	Capiz High School	150
Bayambang Normal School	675	Leyte High School	436
Bukidnon Normal School	70	Misamis High School	80
Camarines Sur Normal School	188	Mountain High School	109
Cebu Normal School	738	Nueva Vizcaya High School	144
Ilocos Norte Normal School	644	Pangasinan Vocational High School	318
Ilocos Sur Normal School	426	Samar High School	172
Iloilo Normal School	759	Tarlac High School	62
Zamboanga Normal School	233		
Agusan High School	80	Total	7,332

* Includes 170 girls taking the home-economics curriculum.

Table 19 indicates how greatly normal schools and normal curricula in high schools are contributing to professionalizing the elementary-teacher corps. It shows further the great advantage of provinces in which such teacher-training institutions are located over those that do not have such institutions.

TABLE 19.—*Per cent of elementary teachers with professional training in August, 1928. (Graduates of a normal school or of a college of education.)*

	Division with a normal school	Division without a normal school		Division with a normal school	Division without a normal school
Pangasinan	63.51		Leyte	8.77	
Ilocos Norte	55.10		Nueva Ecija		8.60
Manila	48.85		Batangas		7.80
Ilocos Sur	41.27		Romblon		7.69
Tarlac	30.72		Surigao		7.06
Albay	30.27		Agusan ¹	6.70	
Nueva Vizcaya	29.51		Bukidnon ²	6.25	
Iloilo	24.08		Sorsogon		6.25
Davao		22.34	Bulacan		5.71
Rizal		17.18	Marinduque		5.56
Camarines Sur	16.76		Bataan		5.18
Capiz	14.19		Tayabas		5.12
Union		14.09	Pampanga		4.94
Cebu	13.97		Cotabato		4.86
Cavite		13.02	Isabela		4.75
Mountain	12.34		Batanes		4.70
Abra		11.73	Antique		3.62
Occidental Negros		11.49	Misamis ¹	3.61	
Cagayan	11.37		Mindoro		3.10
Lanao		10.56	Bohol		2.83
Laguna		9.99	Oriental Negros		2.14
Masbate		9.87	Camarines Norte		1.01
Samar	9.59		Sulu		.98
Zamboanga	9.57		Palawan		.63
Zambales		9.17			

¹ First year established in 1928-29.

² Incomplete.

The seven divisions leading in the professionalization of their teaching corps, together with Cebu, which ranks somewhat lower in the list, are the ones where teacher-training curricula have been functioning longest. The normal curricula in Agusan and in Misamis were not organized until June, 1928. Rizal, Cavite, and Laguna, which stand high in the above list, have the advantage of nearness to the Philippine Normal School. Davao, which stands ninth in the list, has for several years made a consistent effort to secure normal-school graduates from other provinces. Union, standing 13th in the list, has been seizing the advantage offered by three neighboring normal schools, those of Ilocos Norte, Ilocos Sur, and Mountain Province. A number of the promising intermediate graduates of Union yearly enrol in one or another of these normal schools. Nueva Ecija is taking advantage of the normal school in Bayambang as is also Tarlac, where one year of the normal curriculum in the high school is being yearly eliminated. From Tarlac 115 students and from Nueva Ecija 10 students enrolled in the Bayambang Normal School in 1928.

Two factors that handicap existing normal schools in functioning more equally in professionalizing the elementary-teacher

corps of the Islands are the reluctance of normal-school graduates to teach outside of their own province, and the failure of municipal governments to provide salaries for normal-school graduates consistent with their educational qualifications. It is believed that the overcoming of the latter handicap will do more than any other one thing to break down the conservatism that induces our normal-school graduates to teach only in their provinces and communities. The ten divisions paying the largest average salary to municipal teachers are the following:

Manila	Pampanga
Rizal	Batangas
Davao	Occidental Negros
Pangasinan	Cebu
Camarines Norte	Iloilo

C. THE RELATION OF PROFESSIONAL TRAINING AND EXPERIENCE TO TEACHERS' PLACEMENT AND PROMOTION

Probably no one factor has had such a potent influence in strengthening the teaching personnel in all types of schools as the raising of standards of scholastic attainment and professional training. Figure 8 and Table 20 show the training of all Filipino teachers for their work.

TABLE 20.—*Professional Training of All Filipino Teachers (August data)*

Items	1920	1925	1927	1928
Total number of Filipino teachers in the service.....	17,234	25,226	25,266	25,871
Number who were normal graduates.....	720	1,888	3,589	4,812
Number who were graduates of a college of education.....	10	310	428	607
Per cent who were normal or college of education graduates..	4.24	8.52	15.90	20.95

The average academic qualification of all Filipino teachers in August, 1925, was completion of two months beyond the second year of high school; in 1926, completion of six months beyond the second year of high school; in 1927, completion of six months beyond the third year of high school; and in 1928, completion of two months beyond high-school graduation.

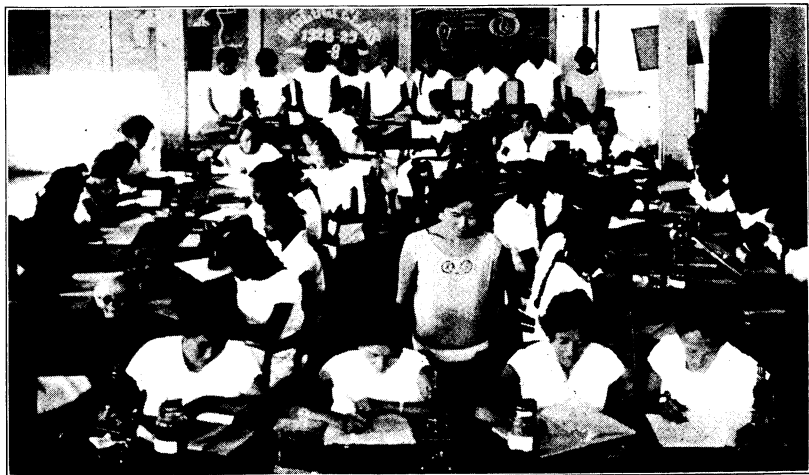
Standards of Professional Training of the Supervisory Personnel in Elementary Schools

Realizing that efficiency in the in-service training of teachers demands an adequately trained supervisory personnel, this Office has from time to time taken definite steps to raise the scholastic



HAMMOCK MAKING

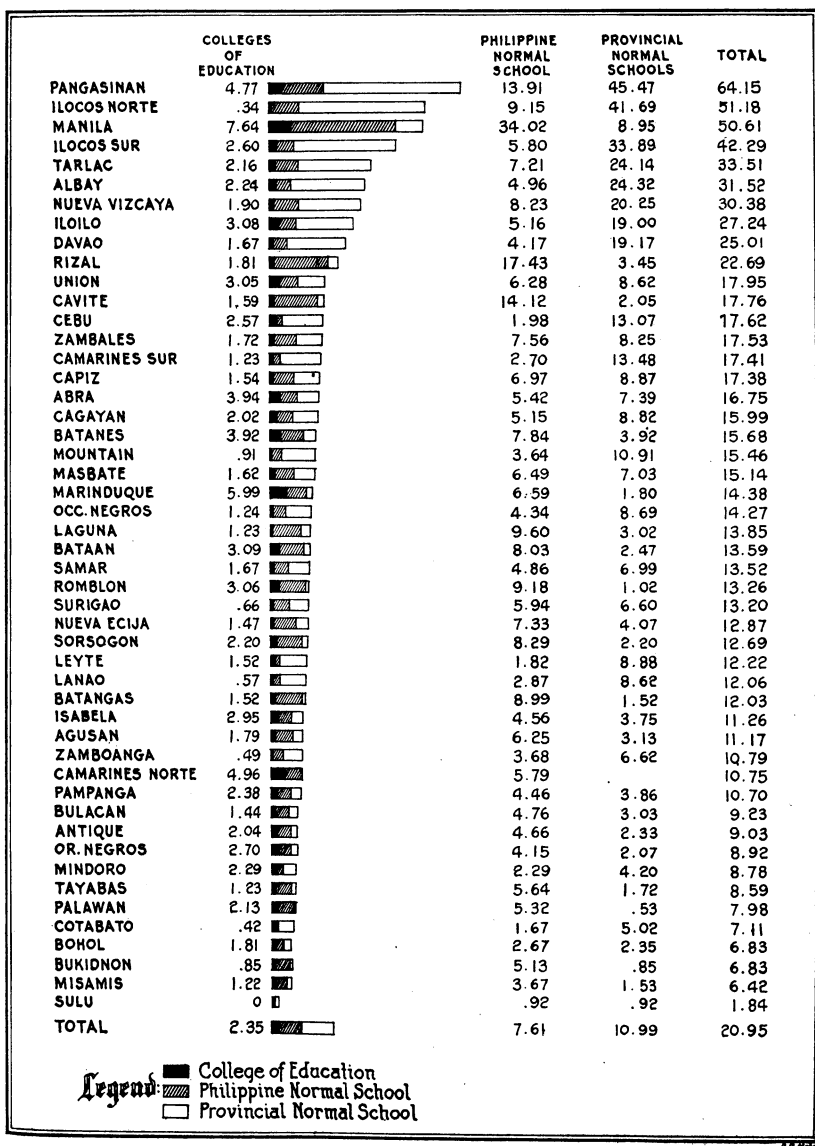
A fourth-grade class weaving hammocks from the hemp grown in their own fields,
Camalig, Albay



A WELL-FURNISHED LABORATORY

Biology class in the Vigan High School, Ilocos Sur

and professional qualifications prerequisite to appointment to these positions.



Percentage of all teachers who have had training in a college of education, in the Philippine Normal School, or in a provincial normal school

Fig. 8

Definite standards to be followed in selecting new supervising teachers were set by General Instructions No. 4, s. 1924, and for principals of elementary schools by a letter of this Office dated December 14, 1925. The standards thus set for both supervising teachers and principals were raised by Circular No. 12, s. 1928. By the provisions of this circular, any one recommended for the position of supervising teacher should meet one of the following requirements:

"a. Graduation from the Philippine Normal School or a college of education, with at least one year's experience as an elementary-school teacher, besides one year's experience as principal of any elementary school.

"b. Graduation from a provincial normal school and junior-teacher eligibility, with two years' experience as an elementary-school teacher and two years' experience as an elementary-school principal, or with three years' experience as an elementary-school teacher and one year's experience as an elementary-school principal.

"c. Graduation from a high-school and junior-teacher eligibility, having completed at least six semestral courses in professional subjects in a normal school or their equivalent in a college of education, and having had two years' experience as an elementary-school teacher and two years' experience as an elementary-school principal or three years' experience as an elementary-school teacher and one year's experience as an elementary-school principal."

By a provision of the same circular, a teacher recommended for the principalship of an elementary school should meet one of the following requirements:

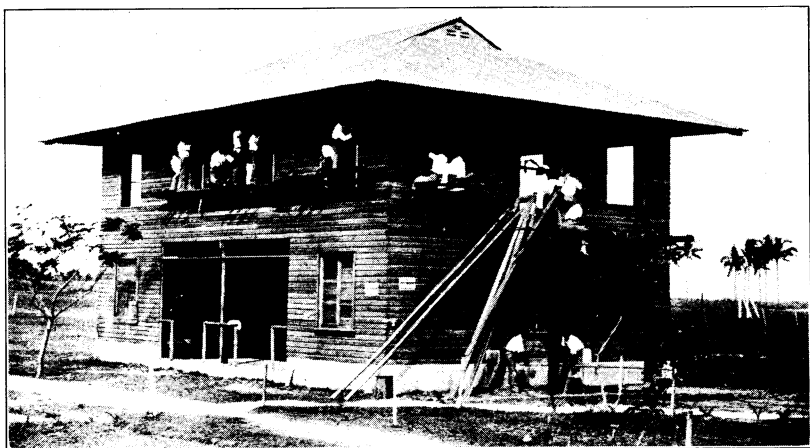
"a. Graduation from the Philippine Normal School with at least one year of elementary classroom teaching experience.

"b. Graduation from a provincial normal school and junior-teacher eligibility, with at least two years of elementary classroom teaching experience.

"c. Graduation from high school and junior-teacher eligibility, having completed at least six semestral courses in professional subjects in a normal school or their equivalent in a college of education, and having at least three years of teaching experience."

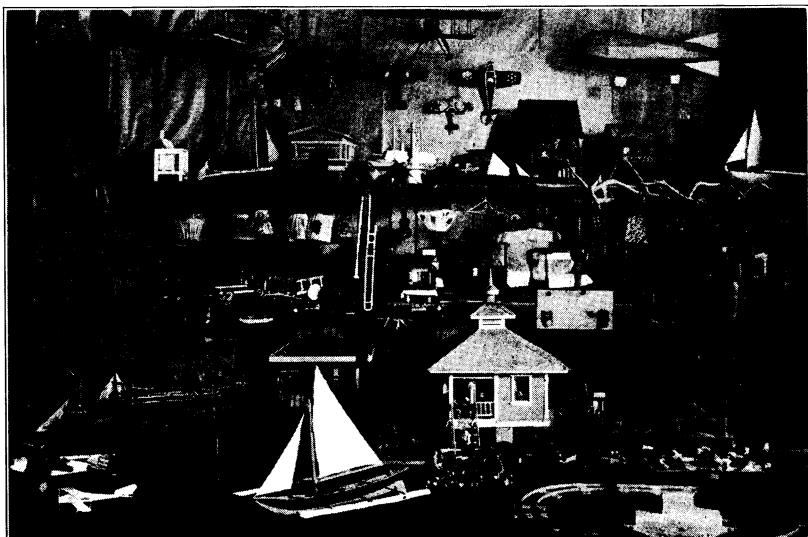
Supervising teachers and principals long in the service who do not meet these standards, but who are rendering satisfactory service, have been retained. Such supervising teachers and principals are yearly raising their scholastic and professional qualifications by taking courses in a vacation normal school or college of education.

The progress made from 1926 to 1928 in raising the scholastic and professional qualifications of the elementary-principal and supervising-teacher personnel is shown by Table 21.



BUILDING A HIGH-SCHOOL CLUB HOUSE

Students of the Pangasinan Vocational High School building a club house which they had previously financed



VITALIZING GENERAL SCIENCE

Individual projects placed at one end of the classroom for constant reference and study, Occidental Negros High School

TABLE 21.—*Professional preparation of insular elementary-school principals and supervising teachers*

	1926	1927	1928
1. Total number of insular elementary-school principals and supervising teachers	944	977	1,029
2. Number who were normal graduates	459	512	543
3. Number who had one or more year's training in a college of education	23	20	37
4. Per cent who were normal graduates or who had one or more years' training in a college of education	51.06	54.45	56.37

Table 22 shows the share each province has had in bringing about progress in improving the supervisory personnel of elementary schools. The provinces are listed in the order of their accomplishments.

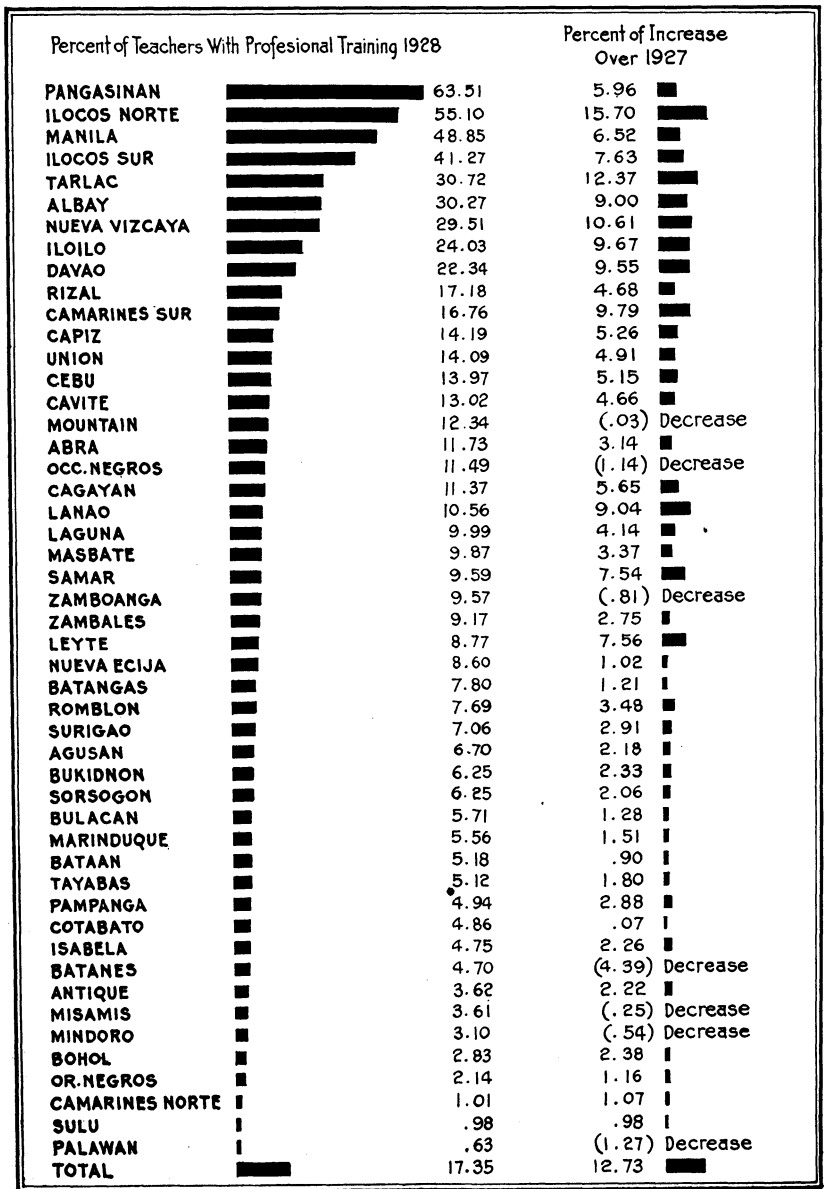
TABLE 22.—*Supervising teachers and principals who were graduates of a normal school or college of education (August, 1927 and 1928)*

Division	Per cent			Division	Per cent		
	1928	1927	Increase (+) or decrease (-)		1928	1927	Increase (+) or decrease (-)
Zambales	75.86	65.52	+ 10.34	Leyte	44.44	27.94	+ 16.50
Sorsogon	75.01	64.28	+ 10.73	Bulacan	43.91	44.74	- .83
Batanes	75.00	40.00	+ 35.00	Camarines Norte	43.75	28.57	+ 15.18
Rizal	72.72	72.50	+ .22	Capiz	43.47	35.56	+ 7.91
Surigao	68.95	42.86	+ 26.09	Isabela	41.94	36.67	+ 5.27
Pangasinan	67.54	69.33	- 1.79	Ilocos Sur	40.39	38.89	+ 1.50
Marinduque	63.57	38.46	+ 25.11	Iloilo	39.24	32.14	+ 7.10
Masbate	62.50	56.25	+ 6.25	Samar	38.09	26.57	+ 11.52
Cavite	61.77	35.71	+ 26.06	Bohol	37.93	17.24	+ 20.69
Batangas	60.47	52.27	+ 8.20	Abra	37.51	37.50	+ .01
Tarlac	60.00	50.00	+ 10.00	Mindoro	37.03	30.30	+ 6.73
Bataan	57.89	50.00	+ 7.89	Davao	35.13	30.00	+ 5.13
Laguna	57.50	48.72	+ 8.78	Mountain	34.78	22.73	+ 12.05
Ilocos Norte	55.89	45.45	+ 10.44	Cebu	34.48	28.39	+ 6.09
Oriental Negros	52.50	45.00	+ 7.50	Nueva Viscaya	33.34	45.45	- 12.11
Occidental Negros	52.18	46.82	+ 5.36	Misamis	32.35	31.26	+ 1.09
Antique	52.00	56.00	- 4.00	Albay	30.24	27.91	+ 2.33
Nueva Ecija	50.00	46.43	+ 3.57	Agusan	26.32	25.00	+ 1.32
Pampanga	48.71	44.73	+ 3.98	Cotabato	20.69	27.18	- 6.49
Manila	47.28	50.00	- 2.72	Zamboanga	17.39	19.05	- 1.66
Romblon	47.05	47.06	- .01	Camarines Sur	14.91	14.32	+ .59
Tayabas	46.94	35.42	+ 11.52	Sulu	10.00	7.69	+ 2.31
Cagayan	46.34	43.90	+ 2.44	Bukidnon	7.14	15.38	- 8.24
Palawan	45.46	33.33	+ 12.13				
Union	45.46	33.33	+ 12.13				
Lanao	44.44	15.38	+ 29.06	Total	45.56	38.79	+ 6.77

Standards in Selecting Elementary Teachers

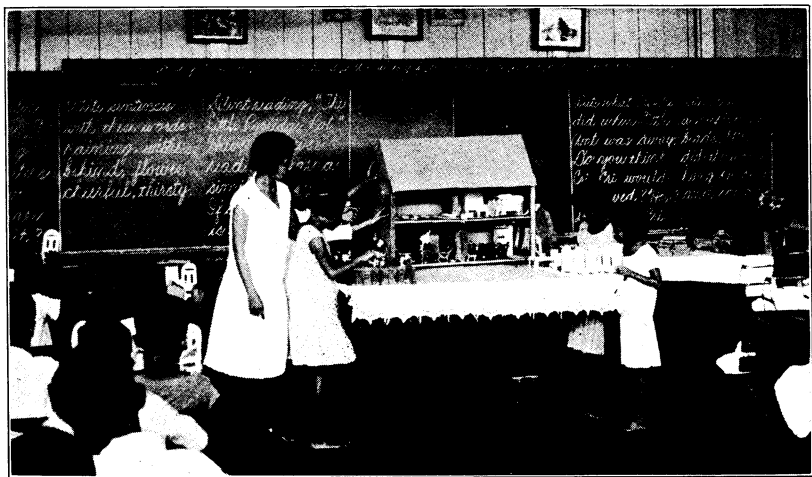
The Bureau has given no instruction setting definite standards as to scholastic and professional qualifications of elementary teachers. However, the policy of 1928, as of previous years, was to select new elementary teachers for the yearly replacement in elementary schools from those applicants most highly quali-

fied in professional training and scholastic attainment. In carrying out this policy, the general office had strong coöperation in the field.



Percent of elementary teachers with professional training

Fig. 9



TALKING ABOUT THEIR CLASS WORK

Arranging the furniture in a doll house as a language project, Dalaguete Elementary School, Cebu



LEARNING A USEFUL ART

Fifth-grade basketry class, Camalig Central School, Albay

As is indicated by Table 23, the yearly replacement is large, making it possible through this policy of replacement to bring about marked improvement each year in the teaching personnel.

TABLE 23.—*Teacher replacement of all teachers during 1927 and 1928 (August)*

	In service		Separated		Per cent of replacement	
	1927	1928	1927	1928	1927	1928
Insular	1,659	1,677	193	208	11.63	11.77
Provincial	840	1,010	252	237	27.62	23.47
Municipal	22,767	23,094	4,764	4,974	20.93	21.54
Total	25,266	25,871	5,189	5,419	20.54	20.95

Because of this large replacement, it was possible to reduce the number of undergraduates who were teaching in the elementary schools from 3,679 in 1927 to 2,859 in 1928, although during the same period the total number of elementary teachers increased by 99. It is of interest to note in this connection that promotion of pupils in elementary schools increased one per cent in 1928, thus impressing the importance of teacher-training as a factor in decreasing retardation.

Standards for Teachers in Academic High Schools

Definite standards of scholastic attainment and professional training of secondary teachers were set by Circular No. 12, s. 1927. An important clause in this circular provides that a secondary teacher shall not be considered qualified to teach a subject unless he has completed a minimum of twelve semester units of work in that subject above the secondary level. The policy followed during 1928 of transferring Philippine Normal School graduates from the high-school teaching corps to important supervisory and teaching positions in the elementary field and filling the places thus made vacant with graduates of colleges of education was an important factor in strengthening both the elementary and the secondary corps. In 1928 the number of Filipino secondary teachers was 1,330, an increase of 12 per cent over the previous year, while the number of these teachers who had graduated in education was 537, an increase of 43 per cent over the previous year. The total percentage of Filipino secondary teachers who in 1928 were graduates of any college curriculum was 62.93, an increase of 8.08 per cent over 1927.

Standards for Teachers in Secondary Vocational Schools

The provisions of the Vocational Act made it possible very materially to increase the efficiency of instruction. However, progress in improving the teacher personnel in vocational schools must necessarily be slow because of the difficulty of securing from among college graduates teachers skilled in blacksmithing, wood-working, and certain other technical and practical phases of the work. Tables 24 and 25 show the educational qualifications of teachers in trade and agricultural schools.

TABLE 24.—*Educational qualifications of teachers in secondary trade schools*

1. Number who have not finished the secondary course.....	42
2. Number whose highest qualification is secondary-school graduation	6
3. Number who are Philippine Normal School graduates.....	9
4. Number who are secondary trade school graduates.....	49
5. Number who have had 1 to 3 years of college work with technical training consistent with their present work.....	8
6. Number who have had 3 years of college work with special training for teaching (H.T.C.; B.E.).....	11
7. Number who have had 4 years or more of college work with special training for teaching (U. S. Normal; B.S.E.; M.A.; A.B.).....	62
8. Number having bachelor's, master's, or doctor's degrees from colleges of agriculture, philosophy, veterinary medicine, etc. (B. Agr.; D.V.M.; Ph.B.; B.S.M.E.; etc.).....	17

TABLE 25.—*Educational qualifications of teachers in agricultural and rural high schools*

1. Number of secondary undergraduates.....	14
2. Number of secondary graduates.....	14
3. Number who are Philippine Normal School graduates.....	13
4. Number who have graduated from farm-schools, including C. L. A. S.	11
5. Number who are trade-school graduates.....	4
6. Number who have had 4 or more years of college work with special training for teaching (U. S. Normal; B.S.E.; A.B.; M.A.)	16
7. Number who have had 1 to 3 years of college work, with technical training consistent with their present work.....	16
8. Number having bachelor's and doctor's degrees from colleges of agriculture, engineering, liberal arts, etc. (B.S.; M.E.; LL.B.; B.S.C.; B.J.; D.V.M.; etc.)	21
9. Number who have had 4 years or more of college work with special training for agriculture (B. Agr.; B.S.A.; M.S.; etc.).....	60

The isolation of the rural high schools, away from social and business centers, is a factor that must be taken into account in efforts to improve the teaching personnel of these schools.



LEARNING THE ENGLISH EXPRESSIONS FOR A NATIVE GAME

Second-grade language, Caloocan Elementary School, Rizal



DRAMATIZING "THREE BILLY GOATS GRUFF"

First grade, Tayabas Elementary School, Tayabas

Standards for Normal-School Teachers

The provisions of Circular No. 12, s. 1927, apply to teachers of secondary subjects in normal schools as well as in academic high schools. Moreover, for a period of several years the Bureau, by certain definite policies, has been improving the teaching personnel of normal schools. One of those policies is to assign to normal schools and high schools having normal courses enough American teachers to teach all of the normal classes in English, the content-methods courses in reading in the second year, and language and physiology in the fourth year. By this arrangement normal-school students have two contacts daily with American teachers in the first, second, and fourth years, and one contact daily in the third year. This has been a strong factor in securing accuracy and fluency in the use of English by our future teachers.

In the academic high schools growth and efficiency in teaching English depend largely upon the care exercised in selecting Filipino teachers of English and the stress placed upon in-service training of these teachers, since they constitute approximately two-thirds of the English-teaching corps of the academic high schools. The rapid increase in proficiency in the Filipino English-teaching corps of the secondary schools is one of the most forward-looking features of the work of the past two years.

In the content-methods subjects of the normal course other than those taught by American teachers, it has been impossible to adhere strictly to the standards set up by Circular No. 12, s. 1927, because of the difficulty of securing teachers who have had training and experience in teaching the elementary-school subjects and who, in addition, have a background for teaching these subjects derived from four years of college work. At present a number of these subjects are taught by Philippine Normal School graduates with one or two years' work on the college level and who also have had successful teaching experience in the elementary schools. Circular No. 72, s. 1928, definitely states the qualifications of teachers of all subjects in the normal curriculum. The provisions of this circular call for a gradual raising of the educational qualifications of content-methods and critic teachers with the goal of having all the positions in teacher-training schools filled by normal graduates who have also graduated from a college of education and who have majored in the subjects which will function most in giving

them a proper background for the particular kind of work to which they are assigned.

Table 26 summarizes the educational qualifications of secondary teachers in normal schools in the school year 1928-29.

TABLE 26.—*Educational attainments of all normal-school teachers, 1928-29*

	1928-29
1. Number who have had more than 4 years of college work with special training for teaching (Ph.D.; Master's Degree).....	20
2. Number who have had 4 years of college work with special training for teaching (U. S. Normal; B.S.E.; Ph.B.).....	71
3. Number who are college graduates without special training for teaching (LL.B.; B.P.E.; B.S.; B.S.A.; B.S.C.; P.Ch., etc.).....	73
4. Number who have had two years of college work but no special training for teaching.....	2
5. Number who have had the equivalent of three years of college work with special training for teaching (H.S.T.C.; 3 years' college work)	22
6. Number who are Philippine Normal School graduates or have had equivalent training	66
7. Number who do not have qualifications equivalent to Philippine Normal School graduation	7
Total	261

In the training departments of our teacher-training institutions student-teachers get actual experience in classroom management and instruction. Through this experience, bonds are formed that will function for high efficiency in the teaching service in the field. Obviously the critic teachers of the training departments must not only have a high degree of skill in demonstration but very superior ability in directing and evaluating the work of student-teachers. To this end, it is the policy of the General Office, as announced in Circular No. 72, s. 1928, to give critic teachers as high a status in the service as is given to supervising teachers. With this goal in view, the standards of scholastic and professional training to be observed in selecting the critic-teacher personnel have frequently been raised. By further provisions of this circular, the minimum educational qualifications for newly appointed critic teachers in 1929-30 is graduation from the Philippine Normal School with one year of work on the college level; and in 1930-31, it will be graduation from the Philippine Normal School with two years of work on the college level. Provision is made that critic teachers who are Philippine Normal School graduates but who do not measure up to these requirements may be continued in the service provided that by



LEARNING ARITHMETIC THROUGH A BANKING PROJECT
Seventh grade, Caloocan Elementary School, Rizal



STUDYING IN A WHOLESOME ENVIRONMENT
Library, Burgos Elementary School, Manila

attending vacation courses they show their intention to come up to the standard set.

Table 27 shows the accomplishment in the past two years in strengthening the personnel of the critic-teacher corps.

TABLE 27.—*Educational qualifications of critic teachers in normal schools*

	1926	1927	1928
1. Number of college of education or United States normal graduates.....	7	7	7
2. Number with three years of training in a college of education.....	1	1	3
3. Number having complete Philippine Normal School or equivalent training.....	63	112	133
4. Number having complete provincial-normal or equivalent training.....	19	15	8
5. Number of graduates of academic high schools, and trade schools, and undergraduates with in-service training and successful experience in teaching.....	44	17	15
Total.....	133	152	166
Percentage of normal and college of education graduates.....	66.9	88.8	90.9
Percentage of college of education and Philippine Normal School graduates.....	52.6	78.9	86.1

Supervisors of training departments are not included in the data of the foregoing table. Teachers who do part-time work as content-methods teachers and part-time work as critic teachers are included. Though very encouraging progress has been made, it is obvious that there is still much to be accomplished.

Of the 128 critic teachers doing full-time work in our normal courses in 1928, 71 were municipal, 36 provincial, and 21 insular teachers. Of the 38 critic teachers doing part-time work as critic teachers, 28 were insular, 9 provincial, and 1 municipal. Since the children enrolled in the training departments are municipal school children, it seems just that municipalities should bear a large part of the expense for salaries for the critic-teacher corps. This the municipalities, in a large measure, have been willing to do, but the yearly raising of standards of qualifications for critic-teachers has necessitated a yearly increase of salaries. Because a number of municipalities in which normal schools are located have found it hard or even impossible to meet the additional expense for such salary increases, a considerable number of critic teachers have been employed who do not come up to standard.

The Legislature in 1928 made a special appropriation of ₱25,000 for aid to normal schools. The same appropriation has been made for 1929. While this appropriation was a great help in meeting a very trying situation, the funds made available to municipalities and provinces were not adequate to correct all of the weaknesses caused by an underpaid critic-teacher corps. The average yearly salary of Filipino critic

teachers for 1928 was only ₱1,125, which is less than the entrance salary for Philippine Normal School graduates. Increased efficiency of our normal schools in the future will depend to a very large degree upon the coöperation of the insular, provincial, and municipal officials in providing adequate salaries to attract to our normal schools a highly qualified critic-teacher personnel.

From Table V, in Appendix D, it will be seen that there was a remarkable increase in the number of students enrolled in the secondary vocational curricula. The growing popularity of the home-economics, agricultural, and trade curricula, in which there was an increase of 38 per cent, is particularly encouraging. As these important curricula develop further, it is hoped to strengthen the teaching personnel accordingly.

Conclusions

If the work in professionalizing the Filipino teacher corps continues to make progress consistent with that made since 1920 as shown by the data above, we shall have within a decade a Filipino teaching personnel which in professional training will compare very favorably with the teaching personnel of the best educational systems of the United States and Europe. This work can be hastened by larger appropriations for normal schools and courses and for all phases of in-service training. It is believed that the publication of *Philippine Public Schools* as a means of in-service training is a very valuable project which should be continued and expanded in coming years. An appropriation for books for teachers' libraries and for extension work in the form of a series of lectures by well-qualified professional men would greatly stimulate in-service training through professional reading and home study.

Enrolment in the vacation normal-schools of Cebu, Baguio, and Zamboanga could be doubled if special appropriations were made for this work. The expanding of the vacation-school work in these three places and the doubling of the vacation-school enrolment would require the employment of a faculty twice as large as the vacation-school faculty for 1928.

CHAPTER VI

PROGRESS IN ENGLISH INSTRUCTION

The year was marked by a decided increase of interest everywhere in improving spoken and written English. Remarkable success has been achieved in certain divisions, and in all divisions a whole-hearted campaign for improvement has been carried on. New methods of improving oral speech have been introduced. Sentence stress and rhythm have been given no small amount of attention, but much still remains to be accomplished in this respect. Particular public interest has followed this improvement in the use of English, in view of the controversies regarding the teaching of Spanish and the continuation of Spanish as a language of the courts. That certain prominent speakers and writers have sponsored the increased emphasis on English has given the English campaign no small support. Such support is necessary in order to create an attitude of learning well the language taught to a million children, of which many thousands in the Philippines have acquired knowledge and use. The fact that the per cent of children entering the intermediate grades is steadily increasing will have a marked effect in another decade on the number of persons speaking English and on the quality of English used. The more English that is spoken, the greater will be the opportunity of developing a better quality.

Increase in Promotions Due to Better Command of English

Promotions of pupils are constantly increasing, which is evidence not only of improved personnel, but to a large extent, of an added ability of pupils to comprehend instruction. Table 28 indicates the promotion in elementary grades and the im-

TABLE 28.—*Comparative elementary enrolment, promotions, and percentage of promotions for five years*

School year	Number of pupils promoted	March monthly enrolment	Percentage of pupils promoted
1923-24	663, 849	914, 967	73
1924-25	686, 400	908, 579	76
1925-26	723, 932	887, 637	82
1926-27	722, 617	878, 420	82
1927-28	760, 678	915, 201	83

provement over a period of years. More rapid promotions permit a greater number of children to be given an opportunity of receiving school training. Promotions in secondary grades are shown in Table 29.

TABLE 29.—*Promotions of secondary students*

School year	Students promoted	March monthly enrolment	Percentage promoted based on March monthly enrolment
1923-24.....	28,552	37,091	77
1924-25.....	33,490	45,009	74
1925-26.....	39,655	48,133	82
1926-27.....	43,737	52,998	83
1927-28.....	49,219	58,503	84

Corresponding Decrease in Withdrawals

Efforts to keep children in school throughout the year have had remarkable results in divisions where special attention has been given to this matter. The data of Table 30, which compare withdrawals of the past five years, show a slight annual improvement in the holding power of the schools.

TABLE 30.—*Number and percentage of pupils withdrawing from elementary grades*

School year	March annual enrolment	March monthly enrolment	Loss	Percent of loss
1923-24.....	1,091,421	914,967	176,554	16.18
1924-25.....	1,080,619	908,579	172,040	15.92
1925-26.....	1,053,799	887,637	166,162	15.77
1926-27.....	1,013,033	878,420	134,613	13.29
1927-28.....	1,047,161	915,201	131,960	12.60

The primary grades have the greatest per cent of withdrawals, as is shown in Table 31.

TABLE 31.—*Percentage of pupils who dropped out of school in each of the elementary grades for the school year 1927-28*

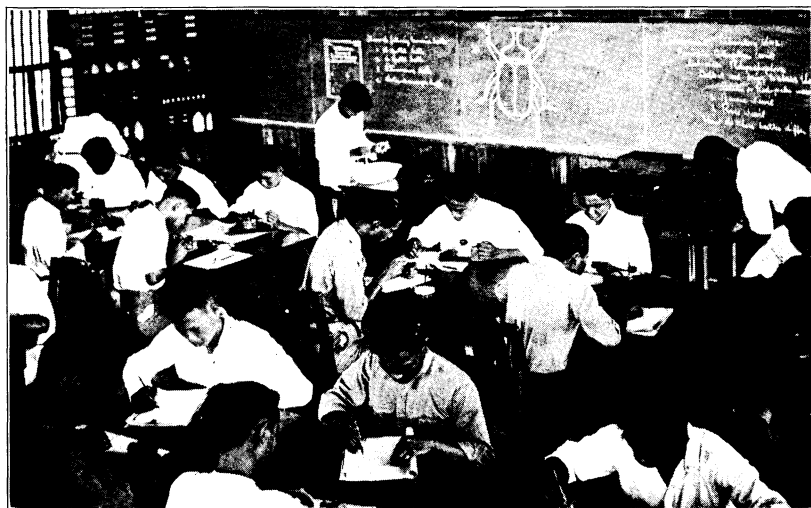
Grade	Percentage of pupils dropped	Grade	Percentage of pupils dropped
I.....	13.29	VI.....	10.30
II.....	11.51	VII.....	10.16
III.....	12.55		
IV.....	13.51	All grades.....	12.60
V.....	14.15		

This is to be expected, as parents often fail to understand the danger of allowing primary children to be irregular in attend-



SECOND-GRADE PUPILS INTERESTED IN READING

Some are reading independently; others are using reading checks. Tayabas Elementary School, Tayabas



LEARNING OF PESTS THAT ATTACK THEIR CROPS

Class in farm entomology, Central Luzon Agricultural School

ance. Probably when over-ageness decreases, as a discussion elsewhere in this report shows it to be decreasing in some divisions, the per cent of withdrawals will decrease. Undoubtedly, many of the pupils withdrawing are pupils who are in groups in which they do not fit socially, and therefore they lose interest. The over-age child is a serious problem which has not as yet been solved.

The proportion of withdrawals from secondary years is decidedly less, as is shown in Table 32.

TABLE 32.—*Secondary students withdrawing during the school year 1927-28*

Year	March annual enrolment	March monthly enrolment	Number withdrawing	Percentage withdrawing
First	24,993	22,068	2,925	11.70
Second	16,947	15,617	1,330	7.85
Third	12,796	11,839	957	7.48
Fourth	9,506	8,979	527	5.54
Total	64,242	58,503	5,739	8.98

Table 32 shows that only 8.93 per cent of the secondary enrolment dropped out of school during the year. In 1927 the rate of withdrawals was 10.49 per cent, as will be seen from Table VI in Appendix D.

English Instruction and the Home

There has always been a friendly spirit toward the schools. The increase in the number of parent-teacher associations has aided in enhancing this spirit of coöperation. There still remains, however, one other evidence of coöperation which is vital to the school. This is the aid which the home can render the school in giving the children who enter school a working vocabulary and a sentence consciousness in English before they are enrolled. The present tendency among parents who do know English is to cast the entire teaching burden upon the first-grade teacher. It is not impossible to give the seven-year-old boy or girl a speaking and hearing vocabulary before he enters school. Nor need this ability interfere with the child's learning the language of the home.

In promoting the use of English during the past school year the strongest factors have been:

- (a) Stress on proper methods of reading.
- (b) The special stress placed on vocabulary building.
- (c) The specific attack made upon incorrect usage.
- (d) The more extensive use of the project method.

Improvement of Reading

The one greatest aid in improving English is to get pupils to read. The special interest shown for some years in silent reading is now producing anticipated results. Teachers and pupils have begun to realize that they can read great quantities of material. In fact, the demand now for supplementary material far exceeds the supply, even though libraries are being enlarged just as rapidly as funds permit. In Chapter VIII of this report the school library is discussed more fully.

Vocabulary Building

In no grade of the elementary school has the stress placed on vocabulary building been so effective in securing ease and fluency in conversation and in providing a proper basis for comprehending spoken and written English as in the first grade. Several vocabulary studies were made and given to the field during the year, either through local educational magazines or through memorandums and circulars of this Office. Among the materials that thus reached the field are a pre-primer reading vocabulary, vocabularies of words most used in primers and first readers, and a vocabulary made up of words teachers heard first-grade children use in their play activities. Many first-grade teachers conscientiously aimed to make the words in these vocabularies and in the language manual a part of the hearing and speaking vocabulary of the children. Where this was done, children made notable progress in extending their vocabularies. This definite vocabulary building was highly conducive to achievement in first-grade reading. Classes that did not begin reading from the primer until the middle of October were reading the last part of the primer by the middle of November and were simultaneously reading an easy supplementary reader.

Methods of Vocabulary Building

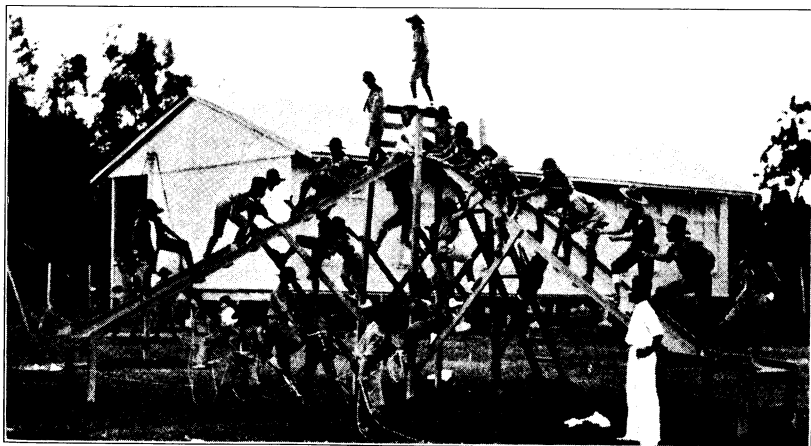
In all grades of the elementary school as well as in all years of the high school, emphasis was placed upon making each lesson of the day add something to the children's vocabulary. Among the most effective ways and means used in such vocabulary-building work are:

(a) The presentation by the flash-card device of new or seldom-used but useful words and word groups found in the lessons. When a card is flashed, a child uses that word or word group in telling an important fact learned in the study of the assignment.



HAPPY ACHIEVEMENT WHILE EXERCISING

High-school boys improving the school grounds, Camarines Norte



BOY SCOUTS IN TRAINING

Hagonoy Elementary School, Bulacan

(b) In the work preliminary to the writing of themes, building up lists of new words and expressions that may be used in the situations created.

(c) Consistent removal of word-meaning difficulties in the assignment.

(d) Training of English classes, including reading, in getting the meaning of new words from the context as well as from use of the dictionary.

Eliminating Common Errors in English Usage

The problem of eliminating common errors in English usage is always with us. The following, quoted from the introductory statement of a revised *Correct Usage Chart* which this Office sent to the field, states the problem to be solved and recommends a specific method of attack:

"There is no denying the fact that the common errors of speech in our schools are taught errors. There is only one way to correct them, and that is for the teachers to study their basic materials with a determination to present the correct forms and then to have the children use them in interesting situations until they have become a part of the speaking and writing vocabularies of the children."

During the year, because of propaganda spread in the long-vacation assemblies, in division normal institutes, and by those in charge of supervision both in the field and in the General Office, teachers came to realize more than ever before the significance of this condition, and made a concerted effort to improve their own and their pupils' use of English. At the same time, in teaching their classes, they made better use of the graded materials in good usage designated for their grades and made available to them through the courses of study and the basic and supplementary texts for their grades. Some of the most successful methods used in correcting errors in usage were:

(a) Having children use the correct forms in stories rather than in mere sentence situations.

(b) Having secondary students keep individual diagnostic charts covering all of the forms of usage designated for the year. Against these correct forms in this diagnostic chart students check the errors in usage they make in both oral and written composition. From the charts, the teacher makes up the special drills for eliminating group and individual difficulties in correct usage.

In the comparatively few schools where the project method was used extensively, the progress made in extension of vocabularies and correct usage was accelerated by the natural social

situations created in the classrooms. It is hoped that this method will be more extensively used in 1929.

In one phase of work, composition, the project method has extended to nearly every secondary school. Excellent composition projects, covering all phases of Philippine life and industry, have been worked out. Usually these projects have been so planned as to provide training in all forms of composition—description, narration, exposition, and argument. The element of high interest in working out these extensive composition projects has been no less an important factor than constructive criticism in effecting the very marked improvement both in thought and form.

An imminent danger against which this Office is now warning teachers is the carrying out in a subsequent year of identically or nearly indentially the same projects that were used previously. In developing broad projects, the interest of every member of the community is aroused, and every one of the family knows just what the boys and girls in his family have done. Next year new projects should be introduced, thus giving every one new interests and leading students to approach their problems in different ways, thereby getting new views about them. When this is done, interest in project work in composition will not decrease.

CHAPTER VII

CHARACTER AND HEALTH EDUCATION

Character Education

The report of this Bureau for last year contained a discussion of character development. The interest of the various divisions in this subject was shown in the circulars issued and in the special character-building courses offered at institutes. Several character-building books were introduced into the secondary English course for extensive use several years ago, and one additional book was included this year. One of these books which was required for first-year students was so well received that it was used by many teachers in upper years as well. Since character building is one of the important functions of the school, efforts to inculcate good habits of character must be a continuous process. The boy-scout troops which are being organized in a few divisions have a most wholesome effect in developing upright character.

Some of the character traits which it is believed should be given additional and continuous attention are respect for the aged, respect for the rights of others, and proper conduct in an audience or at a program.

A few years ago the division of Tarlac began a serious study of the living conditions of secondary students. Since that time many other divisions have made investigations regarding the housing conditions of students. Improvements have been effected in many divisions with the whole-hearted support of parents, government officials, and community organizations. Surveys have revealed lamentable conditions under which boys and girls were living and trying to study. The opening of secondary libraries at night has been one result of the surveys made. Libraries at least provide a commodious and well-lighted place for study. Housing conditions have been improved in many other respects, particularly in reducing overcrowding, and in the improvement of toilet and bathing facilities.

Health Bulletin

A manual on health prepared concurrently by the Philippine Health Service and this Bureau was issued in quantities sufficient to provide each teacher with a copy. The pamphlet con-

tains general rules in school health, hygiene, and sanitation and gives instruction in (1) proper nutrition and diet, (2) diseases common to school children, (3) symptoms of common diseases, (4) simple methods of diagnosis, and (5) simple remedies and treatments. With the help of this bulletin, it is hoped that teachers will become more efficient in recognizing symptoms of common diseases, and more capable of coöperating with health officials in the inspection and treatment of the school children.

Health Agencies

Table 33 lists the results of the health agencies at work in schools. However, these data are somewhat misleading inas-

TABLE 33.—*Accomplishments of health agencies in schools*

	1926-27	1927-28
Annual enrolment, December	1, 107, 589	1, 118, 454
Pupils examined	689, 531	709, 177
Pupils vaccinated	614, 676	750, 210
Pupils treated	155, 260	198, 668
Pupils cured	121, 678	135, 063
Number of health inspectors	2, 251	2, 514
Number of pupils per health inspector	492	445
Number of school dispensaries:		
With trained nurses in charge	123	195
With teachers in charge	822	1, 406
Per cent of pupils examined of those enrolled	62	63
Per cent of pupils treated of those examined	23	28
Per cent of pupils cured of those treated	78	68

much as certain of the persons designated "health inspector" are sanitary inspectors and others giving a minimum or none of their time to actual examination of school children. The number of health inspectors according to their status is as follows:

Sanitary inspectors	1,362
Supervising teachers of hygiene and sanitation	13
Red Cross nurses	65
Trained nurses	308
Bureau of Health officers	254
District health officers	109
Physicians	403
Red Cross dentists	105
Total	2,619

Of the above group only a small number spent their full time in school examination and inspection. The need of additional full-time health supervisors is vital. Table 33 indicates that 63 per cent of the pupils enrolled were examined. This includes a great number of children examined by Junior Red Cross dentists, some of whom may not have been examined otherwise.

Table 34 indicates the Junior Red Cross activities.



LEARNING THE EDIBLE PARTS OF VEGETABLES

A fifth-grade class visiting the school garden, Pasig, Rizal



NATURE STUDY

Studying gumamela flowers, Pagbilao Elementary School, Tayabas

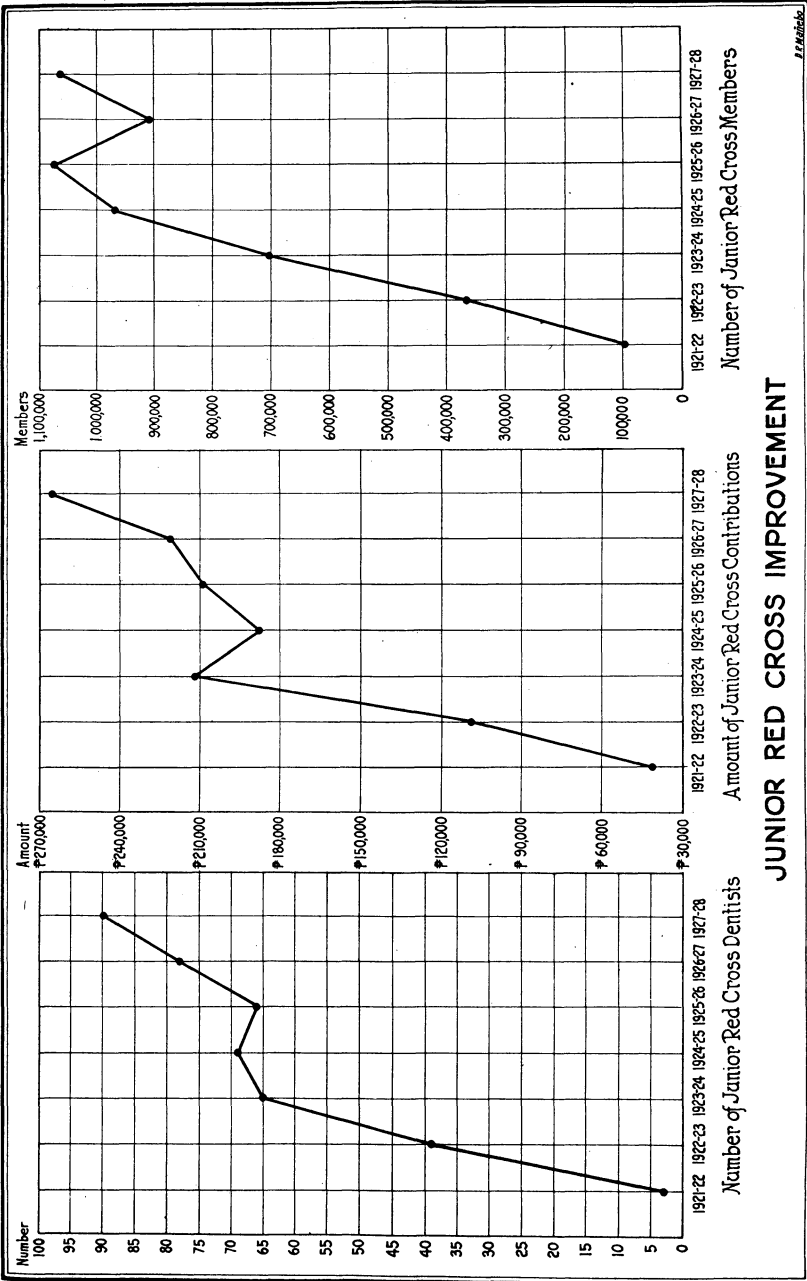


Fig. 10

TABLE 34.—*The work of the Junior Red Cross*

	1927	1928
Estimated number of children signing the membership roll.....	1,082,315	1,007,140
Contributions of schools to the Junior Red Cross.....	\$250,216.23	270,685.89
Number of dentists working.....	86	105
Number of school children inspected by dentists.....	321,114	393,813
Number of school children treated by dentists.....	293,549	345,669
Per cent of school children inspected by dentists, based on the annual enrolment for September.....	29.21	35.43
Per cent of school children treated by dentists, based on the annual enrolment for September.....	26.70	31.10

Athletics

An attempt has been made to secure a more nation-wide interest in group athletics. To do so, a national athletic contest plan was inaugurated with the assistance of the National Physical Director. This plan has for its purpose:

1. To encourage larger participation in athletics by all boys and girls.
2. To give exceptional athletes credit for their performance.
3. To promote competition of boys and girls of one school with boys and girls of other schools by comparing their performances rather than by actual contests in regularly organized meets which involve expense, and, at times, loss of school work. Pupils may participate in the following events:

BOYS

- | <i>Primary</i> | <i>Intermediate</i> | <i>Secondary</i> |
|------------------------|-----------------------|--------------------------------|
| 1. 50-meter dash | 1. 75-meter dash | 1. 100-meter dash |
| 2. Standing broad jump | 2. Running broad jump | 2. Running hop, step, and jump |
| 3. 6-lb. shot put | 3. 8-lb. shot put | 3. Running high jump |
| | | 4. 12-lb. shot put |

GIRLS

- | | | |
|--|----------------------------------|---------------------------------|
| 1. 50-meter dash | 1. Basketball throw for distance | 1. Basketball goal throw |
| 2. Indoor baseball throw for distance (14-inch ball) | 2. Standing broad jump | 2. Volley ball serve |
| 3. Standing broad jump | | 3. Standing hop, step, and jump |

A renewal of interest was shown in the teaching of folk dances and local games. More of such activities are being encouraged, as well as giving additional time to group games and less to formal calisthenics.

CHAPTER VIII

STRENGTHENING OF LIBRARIES

Creating a habit of reading has been a point of emphasis for years. There is no disappointment in the progress made, even though it has been slow. The quantity of reading matter in school libraries is constantly increasing, as well as the quality of material purchased.

Elementary Libraries

The circulating library idea is being tried out in some divisions. Classroom libraries provide additional opportunities for reading. Much interest is being manifested in individual reading for pleasure, particularly by the brighter pupils, using books selected from the classroom library table. Supervising this work increases the responsibility of the classroom teacher for the reading of her group, especially when one remembers that few elementary schools have full-time librarians. In fact, elementary librarians usually have a full teaching load and have little opportunity to issue books to pupils, much less to supply their desires and needs. Table 35 indicates the increase in the total number of books and books per pupil in elementary schools since 1915.

TABLE 35.—*Number of elementary libraries, books, and books per pupil*

Year	Number of libraries	Number of books in such libraries	Books per pupil
1915	290	* 65,772	.11
1920	2,001	249,515	.27
1925	3,721	600,205	.57
1926	4,035	723,107	.72
1927	4,190	859,471	.82
1928	4,232	987,004	.94

* Includes the number of books in secondary schools.

Secondary Libraries

In order to make secondary libraries serve the student population more fully and in order to provide suitable study rooms,

an ever-increasing number of libraries is being kept open at night. In some cases the number of students taking advantage of this opportunity is limited merely because they have not discovered what a splendid opportunity they are missing. Instructions have been issued to the effect that libraries should be kept open during vacation periods. The number of members of the community taking advantage of the library during vacation is small, but this number will increase steadily, we hope, as the idea is permanently established and as the English-reading public increases. Table 36 shows the present status of secondary libraries. The purchase of sets of books for extensive reading in literature has been stressed for three years, and during the past year sets of easy reading books have been acquired for social-science classes. Efforts have also been made to provide all departments in secondary schools with the references needed. With this end in view, instructions were issued early in the year to give departments other than English more attention. A number of book lists containing easy reading materials for science and social-science classes have been issued.

TABLE 36.—*Increase in secondary libraries, books, and books per student for a four-year period*

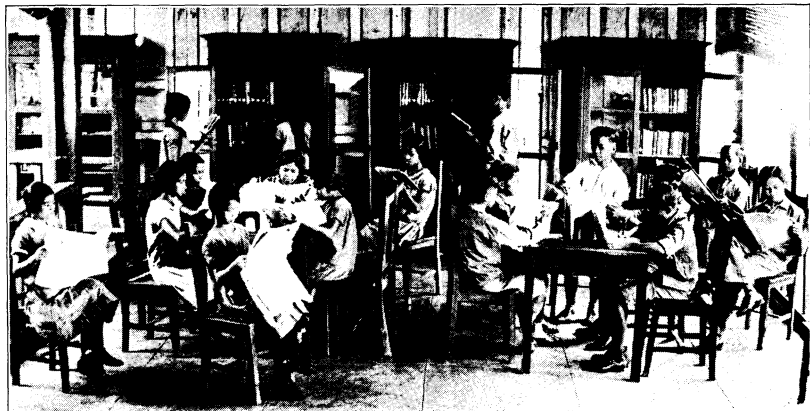
Year	Number of libraries	Number of books in secondary libraries	Books per student
1925	92	197,701	3.56
1926	101	240,343	4.07
1927	103	288,819	4.50
1928	118	353,034	4.97

Home economics Libraries

During the year the growth of home-economics libraries was extraordinary. It is a conservative estimate to say that the number of new books purchased exceeded by far the entire number of all home-economics books that were in the libraries at the beginning of the year. Whenever feasible, these books were placed in the home-economics buildings where they are readily accessible to all girls.

Bulletin 44, The Approved Library List

Bulletin 44, when first issued a number of years ago in printed form, contained library regulations and a small list of approved books. This list was found inadequate, and further mimeo-



FIRST STEPS IN RESEARCH

Pupils at work in the library, Tayabas Elementary School, Tayabas



READING FOR ENJOYMENT IN THE SECOND GRADE

A library corner, Burgos Elementary School, Manila

graphed supplements were issued from time to time. *Bulletin 44* is being reprinted, and will be available for the field in 1929. This book will contain regulations pertaining to library administration; approved magazines for professional, secondary, intermediate, and primary use; and over 4,000 approved books. Brief reviews of a great number of books have been included, in order that principals may intelligently make selections of books which will meet the particular needs of their schools. The index of *Bulletin 44* contains an alphabetical list of the books and also an index of authors, so that the volume besides being a convenient tabulation of books classified according to the Dewey decimal system, and containing a brief discussion of the content of important books, will list each book in two indexes.

As new books are approved they are listed in the *Philippine Public Schools*. The yearly index of the magazine carries alphabetical lists of books approved during the calendar year, arranged according to author and according to title, and grouped for elementary, secondary, and professional use. This index will serve as an up-to-date supplement to *Bulletin 44*.

Magazines

In the effort to create a proper reading attitude, schools have provided magazines and newspapers for their libraries. Some added attention was given during the year to providing magazines suitable for elementary children. The number of subscriptions in primary grades was 0.46 for each 100 pupils, and 3.75 for each 100 pupils in the intermediate grades. In both primary and intermediate grades subscriptions numbered 1.12 for each 100 pupils. Subscriptions to periodicals in secondary schools reached 6.11 for each 100 students.

Other Library Activities

Increased interest has been shown in the development of professional libraries for teachers and in reading circles and reading clubs for teachers. The entry of the Bureau magazine, *Philippine Public Schools*, into the field has aided materially in providing additional educational and professional reading matter.

For two years library-training classes have been held during one week in December. To be sure, library training of a week's duration can not make efficient librarians, but it is intended to give the librarians in attendance a vision of the possibilities of their task.

More public libraries are essential. At present there are but fourteen branches of the National Library, and the number of books in these libraries is but 27,875—pathetically small. There are in the Philippines 852 municipalities, of which 55 are first class, 81 second class, 248 third class, 398 fourth class, and 70 fifth class. It appears that additional branch libraries would render an admirable service in assisting schools in creating an intelligent reading and thinking public.

CHAPTER IX

SCHOOL PUBLICITY

Philippine Public Schools

Item 307 of the 1928 appropriation for the Bureau of Education, Act 3355, provided ₱50,000 for the publication of a news magazine and of a professional magazine. In view of this appropriation, the publication of a professional magazine entitled *Philippine Public Schools* was begun, and copies were sent free of charge to all teachers and superintendents in the employ of the Bureau of Education, beginning with January, 1928.

To quote from an article in the first issue, the scope of this magazine includes the following:

1. Bureau of Education announcements.
2. Statements of the Bureau's plans and policies.
3. Helpful studies or investigations conducted by the General Office or the field.
4. Changes in personnel.
5. Abstracts of helpful articles in educational magazines.
6. Reviews of good books.
7. Contributions from the field force.
8. Academic and industrial bulletins. While it is intended that this magazine shall encourage and foster professional growth, let it be understood that its cardinal object is to keep every unit of the field in close and sympathetic contact with the rest of the field.

Quoting further from this article: "The publication of a magazine by the Bureau of Education is by no means a new idea. The Academic Division of the Bureau of Education as long ago as 1919, suggested, and in fact urged, that such a publication be issued to supply a most definite need. It has been suggested by various committees of the annual teachers' assembly in convention at Baguio."

Much earlier than this, as far back as 1904, the Bureau of Education recommended the publication of a magazine for teachers. At about that time a magazine entitled *The Philippine Teacher*, was started by Dr. John G. Coulter, who had been a teacher in the Bureau of Education but who resigned in order to start the periodical.

Again in 1911, the Director of Education recommended the printing of a Bureau of Education magazine for the purpose of

fostering and disseminating information relative to industrial instruction. This was *The Philippine Craftsman* which first appeared in July, 1912. It had for its chief purpose the promotion of the Bureau of Education program of industrial instruction throughout the Philippines. The following is quoted from the editorial page of the first issue of this magazine:

The columns of *The Philippine Craftsman* will be open to extended discussions upon special lines of work, notes upon experiments which by reason of their success or failure are of general interest, statistical tables, reviews of industrial books and magazines, articles relating to the general subject of manual instruction, and statements with reference to Philippine economic conditions and industrial activities generally.

The Philippine Craftsman was printed for five full years with nine issues every year. It came to an end with the issue of March, 1917. During its five years' existence, it did much to advance industrial education in the Philippines and was highly appreciated by educational authorities in other countries. It served its purpose in making a valuable contribution to the literature on industrial instruction in the public schools. Its abandonment was largely due to the necessity of exercising all possible means of economy.

The Philippine Public Schools aims to include material helpful not only to industrial work but also to all phases of academic instruction. The attempt was made during the year to include articles of particular value to both elementary and secondary teachers. Four original songs with music were published, and several charts based upon research carried on by the Bureau. Although many of the articles published were furnished by members of the supervisory and administrative staff in the General Office, there were during the year thirty-five superintendents and teachers in the field who contributed to the magazine. *The Philippine Public Schools* contains from 32 to 48 pages, and is issued nine times during the school year.

The School News Review

The idea of a newspaper for the school children, published by the Bureau of Education, began as early as 1916, when a publication was started which was called the *Philippine News Review* but which in June, 1922, became known as the *School News Review*.

The purpose of this paper is to furnish a publication that will be informative, instructive, interesting, and available both to the pupils of the elementary grades and to the students of the secondary grades. On account of the large range of school years



STUDYING GEOGRAPHY BY THE GROUP METHOD

A Sixth-grade class in the Bogo Elementary School doing group project work, Cebu



TEACHING CHILDREN HOW TO WALK SAFELY ACROSS THE STREET

A language project in the first grade, Caloocan Elementary School, Rizal

covered, the difficult problem is to make a paper which will serve all ages. Thus it is aimed to select the material and to grade the language in such a way that some articles will reach all classes of children.

The *School News Review* is published during the school year only, that is, every month except April and May. It is published twice a month—on the first and fifteenth—except in June, December, and March. During each of these three months, only one issue is published on account of vacations.

Two hundred thousand copies of each issue are distributed free to the children of the public schools. Besides this number, many copies reach the children of private schools by private subscription. The copies sent to the public schools are distributed on the following basis:

- (a) One copy for each teacher.
- (b) One copy for each four pupils in the fourth grade.
- (c) One copy for each two pupils in the intermediate grades.
- (d) Two copies for each three pupils in the secondary years.

One-fourth of the paper (two pages) is devoted to local or Philippine news and two other pages to current events of world interest. A page is given over to articles on health which are written by the Bureau of Health and are easily adapted to the study of hygiene, physiology, and civics. Reports from the field indicate that the paper has been widely used also for supplementary study in history, English, and science classes.

In order to assist the press to furnish correct public information concerning the public schools, the policy was adopted of sending copies of circulars and memorandums as well as other Bureau reports and periodicals to Manila newspapers. It is believed that at the present time there is a greater public interest in popular education than has heretofore existed.

Other Bureau Publicity

Toward the close of the year a pamphlet, *Opportunities for Seventh-Grade Graduates*, which describes in detail five of the insular vocational schools, was published. The five schools discussed are the Philippine Normal School, the Central Luzon Agricultural School, the Philippine School of Arts and Trades, the Philippine School of Commerce, and the Philippine Nautical School. While this publication was made primarily to aid in the vocational guidance of pupils finishing the seventh grade, it will also advertise the vocational schools of the Bureau and will furnish information to inquirers concerning industrial education in the Philippines.

Secondary-School Papers

During the year several secondary schools started the publication of monthly papers. It is felt that these publications, if properly managed and supervised, will help greatly in promoting the use of natural English both as a medium of expression and as the language in which to read the news. Several of these school papers show a high quality of literary effort and are commendable evidences of the abilities of Filipino students.

CHAPTER X

SITES, BUILDINGS, AND EQUIPMENT

The problem of providing adequate sites and adequate buildings in sufficient numbers to take care of the increasing enrolment in the public schools is much more difficult of solution than is commonly supposed. It is, therefore, very gratifying to report the progress that was made during 1928, made possible by the very liberal appropriations of the Legislature, and by the interest of the public in the construction of school buildings, as evidenced by the contributions of labor, material, and money with which to construct these buildings.

Funds for School-Building Construction

Funds for the construction of school buildings are obtained from (1) appropriations made by the Insular Government; (2) loans made by the Insular Government to provinces and municipalities; (3) loans made to municipalities out of funds deposited by other municipalities with the municipal treasurer; (4) municipal and insular bond issues; (5) insular and municipal school funds; and (6) voluntary contributions. Funds appropriated by the Legislature make up approximately 75 per cent of the total funds expended in the construction of school buildings. Funds were appropriated by Act 3427 for the year 1928 for the construction of school buildings. These funds were divided as follows:

Elementary schools	₱1,240,000
Normal schools	100,000
Trade schools	75,000
Agricultural schools	220,000
	<hr/>
Total	₱1,635,000

Buildings Constructed

With the aid of the appropriation above referred to, the most important school buildings constructed during the year were the following:

Albay Normal School costing ₱125,000; a new academic building for the Central Luzon Agricultural School costing ₱40,000; the Zambales High School costing ₱25,000; a concrete building

for the Capiz Trade School costing ₱20,000; a trade school building at Atimonan, Tayabas, costing ₱20,000; a new building for the high school and trade school at San Fernando, La Union; concrete elementary-school building for the municipality of Burawen, Leyte, costing ₱30,000; General Juan A. Araneta Memorial School building in the municipality of Bago, Occidental Negros; and school buildings in Apalit, Pampanga; Bulan, Sorsogon; Asingan, Pangasinan; Ajuy, Iloilo; and other widely distributed municipalities, ranging in cost from ₱15,000 to ₱35,000.

A large number of school buildings were constructed from proceeds of loans granted under the provisions of Act 3335, including the following:

	Amount of loan
1. Balayan Intermediate School building and domestic science building, Batangas	₱50,000.00
2. Garcia Hernandez Central School building, Bohol.....	10,000.00
3. Additional rooms to Obando Central School building, Bulacan	6,000.00
4. Tuguegarao Central School building, Cagayan.....	45,000.00
5. Sarrat School building, Ilocos Norte.....	3,850.00
6. Reconstruction of Dingrass old central-school building and extension of Gabaldon School building, Ilocos Norte.....	13,000.00
7. Provincial High-School building, Leyte.....	120,000.00
8. Completion of Provincial High-School building, Nueva Ecija	50,000.00
9. General Araneta Memorial School building, Bago, Occidental Negros	15,000.00
10. Jimalalud School building, Oriental Negros	7,000.00
11. Luzuriaga School building, Oriental Negros.....	4,000.00
12. Tayasan Intermediate School building, Oriental Negros.....	9,000.00
13. Floridablanca Intermediate School building, Pampanga....	12,000.00
14. Additional rooms to Lubao Elementary School building, Pampanga	25,000.00
15. Additional rooms to Mexico Central School building, Pampanga	18,000.00
16. Completion of Allen Primary School building, Samar.....	5,000.00
17. Camiling Central School building, Tarlac.....	18,000.00
18. Capas Central School building, Tarlac	12,000.00
19. Moncada Intermediate School building, Tarlac.....	17,000.00
20. Additional rooms to Lopez Elementary School building, Tayabas	24,000.00
21. Gumaca Elementary School building, Tayabas.....	50,000.00
22. Lucban Central School building, Tayabas.....	30,000.00
23. Macalelon Central School building, Tayabas.....	8,000.00
24. Tayabas Elementary School building, Tayabas.....	50,000.00

In addition to the buildings listed above, many other school buildings have been constructed in a large number of widely separated municipalities, including home-economics buildings



STUDYING BOAT CONSTRUCTION

Practical arithmetic, language, and home geography were combined in this out-door class at Polillo, Tayabas



LEARNING HOME GEOGRAPHY FIRST HAND

A third-grade class taking notes while on an excursion, Tayabas, Tayabas

and shop buildings constructed according to standard plans and specifications of the Bureau of Education.

Permanent Buildings Needed

One of the most urgent needs is the construction of more school buildings of a permanent type. This seems apparent when consideration is given to the large number of buildings destroyed annually by typhoons in practically all provinces. In some cases 90 per cent of all temporary buildings are destroyed by these storms, and it is becoming more and more difficult to replace these buildings. This constitutes a strong argument for the construction, whenever possible, of permanent buildings, because in the long run they are the most economical type of building to construct and constitute a very valuable asset to the community. In times of disaster, such as storms, floods, earthquakes, and fires, these buildings are thrown open to the public by the school authorities, and are a source of refuge to the people whose homes have been destroyed. Table 37 shows the number and cost of permanent buildings constructed during the year 1928 in each division.

TABLE 37.—*Number and cost of permanent buildings constructed during 1928, by divisions*

Division	Number of buildings	Number of rooms	Cost
Abra.....	(a)	(a)	(a)
Agusan.....	(a)	(a)	(a)
Albay.....	3	17	P76,682.25
Antique.....	1	10	52,397.81
Bataan.....	(a)	(a)	(a)
Batanes.....	2	6	3,500.00
Batangas.....	1	2	10,475.31
Bohol.....	(a)	(a)	(a)
Bukidnon.....	(a)	(a)	(a)
Bulacan.....	(b)	2	8,000.00
Cagayan.....	(a)	(a)	(a)
Camarines Norte.....	(a)	(a)	(a)
Camarines Sur.....	3	7	32,145.12
Capiz.....	3	10	42,043.53
Cavite.....	6	11	35,451.85
Cebu.....	(a)	(a)	(a)
Cotabato.....	(a)	(a)	(a)
Davao.....	(a)	(a)	(a)
Ilocos Norte.....	1	2	9,020.24
Ilocos Sur.....	2	4	13,800.58
Iloilo.....	1	3	11,358.32
Isabela.....	(a)	(a)	(a)
Laguna.....	1	2	7,300.00
Lanao.....	(a)	(a)	(a)
Leyte.....	1	4	17,020.83
Manila.....	(a)	(a)	(a)
Marinduque.....	1	2	10,000.00
Masbate.....	(a)	(a)	(a)
Mindoro.....	1	4	14,918.98
Misamis.....	1	4	20,154.97
Mountain.....	(a)	(a)	(a)
Nueva Ecija.....	(a)	(a)	(a)
Nueva Vizcaya.....	(a)	(a)	(a)
Occidental Negros.....	1	22	94,757.35
Oriental Negros.....	4	13	57,924.65
Palawan.....	(a)	(a)	(a)
Pampanga.....	(a)	(a)	(a)

^a None.

^b Addition.

TABLE 37.—*Number and cost of permanent buildings constructed during 1928, by divisions—Continued*

Division	Number of buildings	Number of rooms	Cost
Pangasinan.....	8	35	121,587.47
Rizal.....	2	6	24,068.96
Romblon.....	1	1	5,220.01
Samar.....	1	4	8,159.05
Sorsogon.....	1	5	20,157.62
Sulu.....	(a)	(a)	(a)
Surigao.....	1	2	8,723.12
Tarlac.....	5	22	78,875.50
Tayabas.....	5	37	141,566.24
Union.....	3	16	55,000.00
Zambales.....	3	14	48,294.46
Zamboanga.....	(a)	(a)	(a)
Camarines Agricultural School.....	1	6	21,467.44
Central Luzon Agricultural School.....	1	12	47,358.69
Philippine Nautical School.....	(a)	(a)	(a)
Philippine Normal School.....	1	25	244,418.17
Philippine School of Arts and Trades.....	(a)	(a)	(a)
Total.....	66	310	P1,341,848.52

* None.

Acquisition of School Sites

School sites are acquired in several different ways: by purchase, through donation, and from government reservation. Most of our school sites are acquired by donation, thus illustrating the interest of the people in the public schools and in bettering the conditions in these schools. In certain localities, however, the acquisition of school sites is difficult, due to the absence of land suitable for the purpose. Wherever possible, this Office has insisted on the acquisition of sites of standard size, and it is gratifying to report that progress is fast being secured along this line. Table 38 shows the percentage of schools with standard sites in each division, as of December 31, 1928.

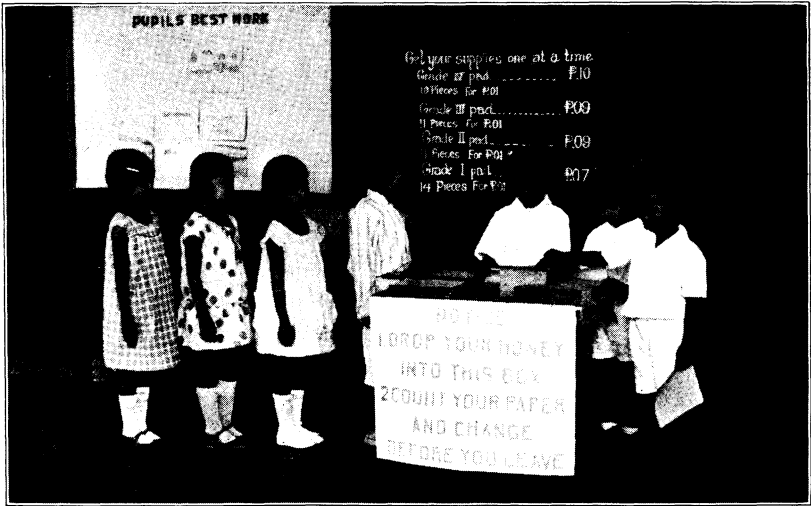
TABLE 38.—*Number and percentage of standard school sites in each division on December 31, 1928*

Division	Total number of standard sites in the division	Total number of sites in the division (non-standard included)	Percentage of standard sites
Abra.....	61	70	87
Agusan.....	59	83	71
Albay.....	77	173	45
Antique.....	47	82	57
Bataan.....	18	32	56
Batanes.....	10	16	62
Batangas.....	122	162	75
Bohol.....	154	337	46
Bukidnon.....	13	65	20
Bulacan.....	84	187	45
Cagayan.....	168	229	73
Camarines Norte.....	29	38	76
Camarines Sur.....	142	148	96
Capiz.....	196	242	81



LOST AND FOUND SHELF

Pupils deposit articles they have found, and claim lost articles, Balanga Central School, Bataan



AUTOMATIC STORE FOR SCHOOL SUPPLIES

The plan works admirably, though no one is in charge of the sales table. Orani Elementary School, Bataan

TABLE 38.—*Number and percentage of standard school sites in each division on December 31, 1928—Continued*

Division	Total number of standard sites in the division	Total number of sites in the division (non-standard included)	Percentage of standard sites
Cavite.....	41	80	52
Cebu.....	255	407	61
Cotabato.....	97	108	90
Davao.....	74	96	77
Ilocos Norte.....	122	221	55
Ilocos Sur.....	181	218	83
Iloilo.....	264	302	87
Isabela.....	78	85	86
Laguna.....	73	112	65
Lanao.....	96	96	100
Leyte.....	304	587	52
Manila.....	34	35	72
Marinduque.....	43	47	91
Masbate.....	55	69	80
Mindoro.....	43	68	63
Misamis.....	101	129	78
Mountain.....	14	142	10
Nueva Ecija.....	128	175	78
Nueva Vizcaya.....	52	62	84
Occidental Negros.....	123	164	75
Oriental Negros.....	69	137	50
Palawan.....	51	68	75
Pampanga.....	90	158	57
Pangasinan.....	409	414	99
Rizal.....	58	79	73
Romblon.....	60	68	88
Samar.....	161	291	55
Sorsogon.....	88	110	80
Sulu.....	88	162	54
Surigao.....	75	123	61
Tarlac.....	47	78	60
Tayabas.....	41	113	36
Union.....	74	101	73
Zambales.....	61	74	82
Zamboanga.....	132	132	100
Camarines Agricultural School.....	1	1	100
Central Luzon Agricultural School.....	1	1	100
Philippine Nautical School.....	1	1	100
Philippine Normal School.....	1	1	100
Philippine School of Arts and Trades.....	1	1	100
Total.....	4,852	7,180	68

Laboratory Equipment

Schools are often judged by their physical plants. Indeed, the value of classroom instruction is largely based upon the materials of instruction at hand. Science classes have never been properly equipped, and as the secondary schools have grown, the adequacy of the laboratories has fallen even farther behind. During the year, minimum standards were set up for the equipment in general science, in biology, and in physics. In many divisions an attempt was made to meet these standards, but much still remains to be accomplished. It is unfortunate that students who enter colleges or universities are often reported as being lacking in a knowledge of the common laboratory articles of equipment which are intended for use in secondary institutions.

In order to improve instruction in science, definite laboratory requirements were prescribed during the year in general science,

and a new series of questions on each physics laboratory experiment was issued to the field. It is intended to issue a new series of physics questions annually in order to provide new material. Another much-needed undertaking in improving laboratory instruction is the elimination of much of the non-functional drawing and detail work in biology laboratory work.

Miscellaneous Equipment

Equipment of other types, particularly playground equipment, is being acquired and constructed in additional quantities. A few municipal playgrounds, such as the playground in Cagayan, Misamis, have followed the example of the schools in providing play space and apparatus, which are extensively used.

An increasing number of divisions are fitting up first-grade classrooms with small tables and chairs, particularly for groups made up of normal-aged children. This informal seating arrangement is delightful for the children and far more satisfactory to the teachers than is the old-style desk. The cost of these tables and chairs is no more than the cost of an equivalent number of old-style desks, and the educational value is far greater.

CHAPTER XI

SUMMARY OF RECOMMENDATIONS

It is respectfully recommended that an effort be made to secure legislation which would provide for the following:

1. *The enactment of permissive legislation to increase school revenues.*—Attempts have been made in the past to pass legislation giving provincial and municipal governments autonomy in the imposition of additional taxes for school purposes. These taxes may be in the form of increased rates on real property or the imposition of special school taxes. The necessity of passing such legislation is becoming more and more urgent.

2. *The creation of a provincial school fund.*—The creation of such a fund has been recommended repeatedly for the purpose of insuring the adequate support and maintenance of provincial schools.

3. *Better salaries for better qualified teachers—both Filipino and American.*

4. *An increase of travel allowances.*—A much greater increase in the travel allotment is absolutely necessary in order to insure adequate supervision of the schools.

5. *The placing of critic teachers in normal schools on an insular basis.*—This move would require an appropriation of approximately ₱172,500 to pay the 115 critic teachers added to the insular rolls.

6. *Sufficient funds for the construction of one more well-equipped normal school.*

7. *Change of the maximum salary allowable for teachers in night schools.*—The *Administrative Code*, Act 2711, section 2253, paragraph (6), at present allows a maximum of ₱20 per month. The establishment of more night schools would be a great forward step in reducing illiteracy. Buildings and teachers are available; revision of the law is imperative.

8. *An increase of clerical salaries.*—There must be increased positions and increased salaries of existing positions for clerks of the Bureau of Education, particularly those assigned to the offices of division superintendents. The division superintendents

at conventions have reiterated the need for these increases in view of the fact that clerks assigned to their offices usually do more work than clerks assigned to other provincial offices, but who are getting more salary. The permanence of efficient clerical help in division offices is very necessary in order to give division superintendents time to devote to supervisory duties.

APPENDIXES

Appendix A.—ADMINISTRATIVE AND SUPERVISORY STAFF

December 31, 1928

THE DIRECTORATE

LUTHER B. BEWLEY, Director

GABRIEL R. MAÑALAC, Assistant Director¹

THE GENERAL OFFICE

PROMOTIONAL STAFF

GEORGE R. SUMMERS, Assistant to the Director

ACADEMIC DIVISION

J. SCOTT McCORMICK, Chief of the Academic Division²

EDWIN H. SANGUINET, Specialist in Reconstruction of School Curricula^{2,3}

PRUDENCIO M. LIM, Librarian

BENITO LEUTERIO, Chief Statistician

Supervisory Department

Miss MARY E. POLLEY, Superintendent on Special Detail²

Mrs. PETRONA RAMOS, Supervisor of Music

Measurement and Research Department

MANUEL L. CARREON, Chief of the Measurement and Research Department²

PEDRO T. ORATA, Assistant Chief⁴

FERNANDO S. FUENTES, Assistant

BENITO GATAL, Assistant⁵

ISABELO MANALO, Assistant⁶

¹ Mr. Mañalac was granted permission to make a study of a number of vocational and other schools in the United States. He left for the United States on October 6, 1928, and is returning to Manila on February 4, 1929, via Europe.

² With rank of division superintendent.

³ Appointed October 12, 1928.

⁴ Dr. Orata was transferred from the Philippine Normal School to the General Office, November 13, 1928. He relieved Dr. Agunod who was transferred to the Philippine Normal School on same date.

⁵ Transferred to the General Office, June 30, 1928.

⁶ Transferred to the General Office, October 13, 1928.

DIVISION OF VOCATIONAL EDUCATION

GILBERT S. PEREZ, Chief of the Division¹

Department of Agricultural Instruction

JAMES A. WRIGHT, Supervisor of Agricultural Instruction²
 TORIBIO VIBAR, Supervisor of Agricultural Instruction³
 FELIPE O. CEVALLOS, Supervisor of Agricultural Instruction⁴
 ANTONIO JONSON, Supervisor on Special Detail⁵
 TEODORICO TAGUINOD, Supervisor on Special Detail⁶

Department of Trades and Industries

MIGUEL GUERRERO, Chief of the Department of Trades and Industries⁷
 CONSTANTINO J. CUNA, Traveling Industrial Teacher⁸
 TOMAS MENDOZA, Traveling Industrial Teacher
 NICOLAS DEL MUNDO, Traveling Industrial Teacher

Department of Home Economics

Miss ELVESSA A. STEWART, Chief of the Department of Home Economics⁹
 Mrs. CLARA P. CARIÑO, Teacher of Home Economics on Special Detail
 Miss ADELINA ALVAREZ, Traveling Teacher of Home Economics
 Miss MATILDE RIVERA, Traveling Teacher of Home Economics⁹
 Miss TEODORA BELLEN, Traveling Teacher of Home Economics
 Miss TERESA MONCADA, Traveling Teacher of Home Economics

DIVISION OF PUBLICATIONS

KARL KREUTZ, Acting Chief Editor¹⁰
 GILES Y. NEWTON, Assistant Editor¹¹
 LESTER, M. MITCHELL, Assistant Editor¹²

¹ With rank of division superintendent.

² Commenced work in the General Office on June 10, 1928. Mr. Wright was Principal of the Trinidad Agricultural School prior to his assignment to the Vocational Division.

³ Transferred from the University of the Philippines, effective November 5, 1928. Doctor Vibar previously served as professor in the College of Agriculture, University of the Philippines.

⁴ Dr. Cevallos was Principal of Magalang Farm School, Pampanga, previous to his assignment to the Vocational Division, General Office, where he commenced work on May 26, 1928.

⁵ Mr. Jonson was principal of Banga Rural High School, Capiz, prior to his assignment to the Vocational Division, General Office, effective July 2, 1928.

⁶ Mr. Taguinod was Supervisor of Industrial Instruction in the division of Cagayan prior to his assignment to the Vocational Division, General Office, effective July 9, 1928.

⁷ Was government pensionado to the United States from August 20, 1927, to June 5, 1928.

⁸ Status changed from Buyer and Cashier to Traveling Industrial Teacher, November 16, 1928.

⁹ Appointed on May 23, 1928.

¹⁰ Mr. Kreutz was transferred from Pangasinan as high-school principal to the General Office as Acting Chief Editor, effective October 17, 1928.

¹¹ Mr. Newton was transferred from Bangued, Abra, as a high-school teacher, to the General Office as assistant editor, effective April 7, 1928.

¹² Mr. Mitchell was transferred from Bangued, Abra, as a high-school teacher, to the General Office as assistant editor, effective June 2, 1928.

CLERICAL STAFF

OFFICE OF THE CHIEF CLERK

JOSE A. DE KASTRO, Chief Clerk¹

ACCOUNTING DIVISION

MARIANO G. DEL ROSARIO, Chief Accountant¹

MARIANO R. LIM, Chief of Service Section

ALFONSO PEREZ, General Audit Clerk

JACINTO ATANACIO, Cashier and Disbursing Officer

AMBROSIO DALUPAN, Chief Bookkeeping Section²

PROPERTY DIVISION

ALBERTO DALUSUNG, Property Officer¹

SANTOS SAGAYADAN, Property Audit Clerk

CIRILO ABELLA, Storekeeper

ARTHUR E. McCANN, Custodian, Teachers' Camp

RECORDS DIVISION

A. MAXIMIANO RAZON, Chief of the Records Division

FERNANDO M. CAMACHO, Assistant Chief³BUILDINGS SECTION⁴

RUFINO AMBROSIO, Clerk

PENSION AND INVESTMENT BOARD

LUIS MENESES, Executive Officer of Pension and Investment Board

FIELD STAFF

Superintendents of School Division

Name	Station
SALUSTIANO VIBAR	Abra
REECE A. OLIVER (Acting) ⁵	Agusan
HAROLD O. SÖDERQUIST (Acting)	Albay
GABINO TABUÑAR (Acting) ⁶	Antique
VICENTE GARCIA	Bataan
CELEDONIO SALVADOR	Batangas
ARNOLD E. BARTLETT	Bohol
RAYMOND H. STEFFENS (Acting)	Bukidnon
WILLIAM R. HAMME ⁷	Bulacan
JOHN H. MANNING BUTLER ⁸	Cagayan

¹ With rank of division superintendent.² Appointed Chief Bookkeeper, effective July 1, 1928.³ Designated Assistant Chief of the Records Division, effective October 9, 1928.⁴ Under the Office of the Assistant to the Director.⁵ Designated acting division superintendent, June 3, 1928.⁶ Reinstated as acting division superintendent, May 4, 1928.⁷ Transferred from Iloilo to Bulacan, January 7, 1928.⁸ Returned from United States leave, November 15, 1928.

Superintendents of School Division—Continued

Name	Station
JOSE V. AGUILAR (Acting) ¹	Camarines Norte
ERNEST SCHAFFNER	Camarines Sur
ARTHUR C. WITTMAN ²	Capiz
ARTHUR T. HEIDENREICH	Cavite
B. FIELDEN NUTTER	Cebu
EDWARD M. KUDER (Acting)	Cotabato
M. A. MAXEY	Davao
JAMES E. MCCALL	Ilocos Norte
QUINCE E. RICHARDSON (Acting)	Ilocos Sur
EDWARD J. MURPHY	Iloilo
ANTONIO NERA ³	Isabela
BRUCE M. BOYERS	Laguna
JOHN D. STUMBO (Acting)	Lanao
FREDERIC J. WATERS	Leyte
H. A. BORDNER	Manila
FLORENTINO CAYCO (Assistant)	Manila
SANTIAGO DUMLAO	Marinduque
ESTANISLAO R. LOPEZ (Acting)	Masbate
CENON MONASTERIAL	Mindoro
RICHARD B. PATTERSON	Misamis
JOHN C. EARLY	Mountain
CHARLES V. CLINE	Nueva Ecija
ELBERT O. PARKER ⁴	Nueva Vizcaya
HARRY L. CASH	Occidental Negros
DAVID INNIS (Acting) ⁵	Oriental Negros
CARMELO P. QUINTERO	Palawan
ARTHUR G. SPILLER ⁶	Pampanga
O. H. CHARLES	Pangasinan
PRUDENCIO LANGCAUON	Rizal
CEFERINO PURISIMA ⁷	Romblon
J. W. LIGHT	Samar
JOHN H. MCBRIDE, Jr.	Sorsogon
JOHN F. BROWN ⁸	Sulu
ARCHER B. PARHAM (Acting)	Surigao
LEODEGARIO VICTORINO	Tayabas
BENITO PAÑGILINAN	Union
ESTEBAN R. ABADA	Zambales
DANIEL E. CLANCY ⁹	Zamboanga

¹ Formerly academic supervisor, Cebu. Designated acting division superintendent for Zamboanga, July 6 to August 4, 1928, and for Camarines Norte, effective September 1, 1928.

² Returned from United States leave, April 15, 1928.

³ Was on special detail in the General Office prior to his assignment to Isabela on May 19, 1928.

⁴ Transferred from Agusan to Nueva Vizcaya, July 19, 1928.

⁵ Designated acting division superintendent, June 4, 1928.

⁶ Also division superintendent for Tarlac.

⁷ Designated division superintendent, effective May 16, 1928.

⁸ Transferred to Sulu upon return from United States leave, November 28, 1928.

⁹ Returned from United States leave, August 3, 1928.

Superintendents of Insular Schools

ROY K. GILMORE	Philippine Normal School
RODERICK G. MCLEOD	Philippine School of Arts and Trades
CARL RYDELL	Philippine Nautical School
FREDERICK G. ROTH ¹	Central Luzon Agricultural School
WILLIAM H. PICKELL ²	Camarines Agricultural School

Superintendents on Leave

RALPH E. SPENCER, since June 25, 1928
JOHN J. HEFFINGTON, since October 10, 1927
VENANCIO NEBRIDA, since September 7, 1928 ³
CECILIO PUTONG, since September 3, 1927 ³
CARL M. MOORE, since May 5, 1928

Superintendents who resigned during the year

JUSTO RAMOS, resigned effective May 11, 1928. Retired under Act 3050.
LYLE G. JAMES, resigned effective June 9, 1928.
THOMAS J. MCQUAIDE, resigned effective July 12, 1928. Retired under Act 3050.
SYLVESTER C. KELLEHER, resigned effective September 23, 1928. Retired under Act 3050.
BRYTON BARRON, Resigned effective November 12, 1928.

Head Teacher

JUAN B. GONZAGA ⁴	Batanes
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Principals of Special Schools

Miss BELLE MURPHY, Philippine School of Commerce, Manila.
Miss JULIA HAYES, School for the Deaf and the Blind, Manila.
Miss ELIZABETH G. FLAGG, American Central School, Manila.

Principals of general-course high schools

AURELIO ARGUELLES	Abra
NARCISO N. JARAMILLO	Agusan
Miss MARGARET LOTZ (Acting)	Albay
ANIANO TOLENTINO	Antique
MARCELINO BAUTISTA	Bataan
ELIAS M. CARAY	Batanes
ANTONIO MACEDA	Batangas
LEON C. GROVE (Acting)	Bohol
MAXIMO F. GIMENEZ	Bukidnon
Mrs. D. MARIE SELSOR	Bulacan
ARTHUR Z. LANDRY (Acting)	Cagayan
SATURNINO ABES	Camarines Norte
VIRGIL R. WETZEL	Camarines Sur

¹ Transferred from Capiz to Central Luzon Agricultural School, April 27, 1928.

² Returned from United States leave, January 5, 1928; first assigned to Isabela; later to Nueva Vizcaya; last to Camarines Sur as Superintendent of the Camarines Agricultural School.

³ Appointed government pensionado to the United States.

⁴ Designated Head Teacher, effective September 16, 1928.

Principals of general-course high schools—Continued

D. WILLIAMS	Capiz
HARRY H. KANZELMEYER	Cavite
JOHN M. McMULLIN	Cebu
MAURICIO DATOC ¹	Cotabato
ADOLFO CASCOLAN	Davao
WILLIAM H. McCONEL (Acting)	Ilocos Norte
ROSCOE E. LAUTZENHISER (Acting)	Ilocos Sur
INDALECIO MADAMBA	Tagudin, Ilocos Sur
ARTHUR I. STICKEL	Iloilo
ANACLETO AGATON	Isabela
Miss C. AMY JACKSON	Laguna
Mrs. MARY BALL JOHNSON	Lanao
ALEXANDER MONTO (Acting)	Leyte
JAMES P. BURNS	West High School, Manila
Mrs. MABEL R. CARLSON	North High School, Manila
JOHN H. ZIEGLER	South High School, Manila
JOHN J. CARL	East High School, Manila
GREGORIO LARDIZABAL	Marinduque
ILDEFONSO Y. SANTOS	Masbate
HONESTO MARIANO	Mindoro
SIMEON VALE	Misamis
Miss L. JEAN ELDRIDGE (Acting)	Mountain
JAMES J. FENTON	Nueva Ecija
Mrs. INEZ M. CLIFT SIMKINS (Acting)	Nueva Vizcaya
FRANCIS LUSK	Occidental Negros
Mrs. PEARL F. SPENCER	Oriental Negros
SIXTO P. PALAYPAY	Palawan
PHILIPS H. SANDERS (Acting)	Pampanga
JAMES A. MILLING	Pangasinan
Miss REBA E. OWEN	Rizal
DAVID E. ORDOÑEZ	Romblon
ANGEL M. INSTRELLA (Acting)	Samar
GUILLERMO PAGADUAN	Sorsogon
LOUIS H. LISK	Sulu
RICARDO H. SABELLA (Acting)	Surigao
GILBERT R. DALE	Tarlac
RICARDO CASTRO	Tayabas
AQUILINO L. CARIÑO	Union
JOSE C. AGUILA	Zambales
Mrs. MARION H. CRUMP	Zamboanga

Principals of Normal Schools

MACARIO NAVAL	Albay
FLORENTINO KAPILI	Camarines Sur
GEORGE W. VAN HEE	Cebu
Miss MARTHA L. WELSH (Acting)	Ilocos Norte
Mrs. MAMIE LAUTZENHISER	Ilocos Sur
APOLONIO M. RAMOS (Acting)	Iloilo
FEDERICO PIEDAD	Pangasinan
Mrs. HELEN J. BLUE	Philippine Normal School

¹ Status changed from provincial to insular, effective January 1, 1928.

Principals of Trade Schools

JOSE RUIVIVAR	Albay
PASCUAL MAGCAMIT	Batangas
LUCIANO BORJA	Bohol
NICANOR OCA	Bulacan
MELECIO BULAN	Cagayan
DOROTEO FEDERIS	Camarines Sur
JOSE S. ROLDAN	Capiz
JOSE SEVILLA	Cebu
MELANIO A. ORBETA	Ilocos Norte
GENARO PEDRO	Ilocos Sur
CONSTANCIO SIMPAS	Iloilo
ILDEFONSO BONOAN	Isabela
VICTOR REYES	Leyte
FLAVIANO SANTOS	Oriental Negros
TRANQUILINO DE LOS TRINOS	Pampanga
MARTIN MENDOZA	Pangasinan
CANDIDO FORNILLOS	Samar
GONZALO VILLAVARDE	Sorsogon
ALEJANDRO M. NAVARRO	Tarlac
CATALINO CALICA	Union
VICENTE MACAIRAN (Provincial).....	Zamboanga

Principals of Agricultural High Schools

JOSE A. REYNA	Abra
MANUEL FLOJO (Provincial).....	Agusan
SABINO Q. AMI (Provincial).....	Bukidnon
VICTOR OBLEFIAS	Camarines Agricultural School
GEORGE LYNAM	Central Luzon Agricultural School
ELIGIO C. URETA (Provincial).....	Davao
CLAYTON O. DOUGLAS	Lanao
WASHINGTON A. V. WIREN	Leyte
GLEN L. GRISHAM (Acting).....	Mountain
TORIBIO ORTEGA	Palawan
W. H. KINGERY	Pampanga
URBAN L. COBLE	Samar
WILLIAM S. PRICE	Sulu

Principals of Rural High Schools

PEDRO HIZON	Guinobatan, Albay
JUAN I. NERIC	Catanduanes, Albay
ISIDORO MADJUS	Bilar, Bohol
PEDRO MONTELLANO	Banga, Capiz
SIMEON MADLANGSACAY	Indang, Cavite
ROBERT W. KILBOURN (Acting).....	Piang, Cotabato
AQUILINO V. RAMOS	Batac, Ilocos Norte
MARIANO CARRANCHO	Sta. Maria, Ilocos Sur
ALFONSO CAGURANGAN (Acting).....	Iligan, Isabela
MARIANO MANALIGOD	Cabagan, Isabela
VICENTE M. GAMMAD	Echague, Isabela
LUIS J. DANGILAN	Nueva Vizcaya
EMETERIO A. ASINAS	San Carlos, Pangasinan

Principals of Rural High Schools—Continued

FLORENCIO BAGUI	Odiongan, Romblon
CAMILO C. GUEVARA	Iba, Zambales

Supervisors of English

Miss MAUDE M. JONES	Secondary Schools, Manila
Miss HELEN P. O'MALLEY	Philippine Normal School
Mrs. CAROLINE L. CHARLES	Secondary Schools, Pangasinan

Academic Supervisors

VICTOR DE PADUA	Abra
SANTIAGO DIZON	Agusan
Miss MARIA MUSNI (Acting)	Albay
JUAN BRIONES (Acting)	Antique
JUAN S. PAGUIO (Acting)	Bataan
VICENTE LAVIDES (Acting)	Batangas
GASPAR SUGUITAN	Bohol
AGATON PERLADA (Acting)	Bukidnon
AUGUSTO FLORES	Bulacan
EULALIO B. ALFONSO	Cagayan
EDUARDO LAGMAN	Camarines Norte
JOSE R. SUAREZ	Camarines Sur
GLICERIO C. TAYCO	Capiz
CIRILO FAYLONA	Cavite
AMELIO GILLERA (Acting)	Cebu
ROQUE LOMIBAO	Cebu
MANUEL QUIANZON	Cotabato
PEDRO MADERAZO	Davao
GONZALO GUZMAN	Ilocos Norte
ROMAN L. SANTOS	Ilocos Sur
MARTIN AGUILAR	Iloilo
PATRICIO GOZUM	Isabela
JOSE CATINDIG	Laguna
RUFINO D. SANTOS (Acting)	Lanao
FORTUNATO M. SEVILLA	Leyte
BENITO SAAVEDRA (Acting)	Leyte
Mrs. VISITACION C. GONZALES	Manila
JOSE A. SANGALANG (Acting)	Marinduque
AMBROSIO BELMONTE	Masbate
RUFINO FARIN	Mindoro
ALFREDO P. SHAPIT	Misamis
NICOLAS L. MENDOZA	Mountain
FELIX ALEGRE (Acting)	Mountain
RAFAEL SARMIENTO	Nueva Ecija
LAZARO MILAOR (Acting)	Nueva Vizcaya
PAULINO SANCHO (Acting)	Occidental Negros
JUANITO CALUMPANG	Oriental Negros
JAVIER PONCE DE LEON (Acting)	Palawan
ELISEO TAYAO	Pampanga
PACIFICO BUENCONCEJO	Pangasinan
HILARIO S. MERCADO	Pangasinan

Academic Supervisors—Continued

ABDON JAVIER	Rizal
ANTONIO TENORIO (Acting)	Romblon
ANDRES BATICA	Samar
NARCISO T. VILLAS	Samar
GREGORIO DIMAANO	Sorsogon
GAVINO BENITEZ (Acting)	Sulu
FILOMENO BAUTISTA	Surigao
BUENAVENTURA CANTO	Tarlac
GREGORIO ELEAZAR	Tayabas
MARCELINO L. VILLAMIL	Union
GABRIEL SALGADO (Acting)	Zambales
JOSE M. KIMPO (Acting)	Zamboanga

Supervisors of Industrial Instruction

VICTOR DE PADUA (Acting)	Abra
MOISES S. DE GRANO	Agusan
FAUSTINO SABILE	Albay
SEVERO ENCARNACION	Antique
TORIBIO DAVID	Bataan
LAZARO MALABANAN	Batangas
HIPOLITO PARAGUYA	Bohol
ANASTASIO LIMBO	Bukidnon
SERGIO Z. CESPEDES	Bulacan
CECILIO FELIX (Acting)	Cagayan
EDUARDO LAGMAN	Camarines Norte
FROILAN LLAGAS	Camarines Sur
ELVIRO BERNAS	Capiz
LUIS LITONJUA	Cavite
TEOPISTO BRIONES	Cebu
ALBINO R. BARLAAN	Cotabato
GUILLERMO CARIÑO	Davao
GIL RAVAL	Ilocos Norte
VIVENCIO L. TAGORDA	Ilocos Sur
AGAPITO ESCOTO	Iloilo
SIXTO BALAYAN	Isabela
MATEO ALFONSO	Laguna
BERNARDO PICARDAL	Lanao
MANUEL MODESTO	Leyte
Miss JUANA GUERRERO (Assistant)	Manila
JOSE SANGALANG (Acting)	Marinduque
MODESTO VILLARIN	Masbate
DAMIAN RAYALA	Mindoro
MARIANO CANOY	Misamis
DIONICIO NOCETE	Mountain
NORBERTO ANTONIO	Nueva Ecija
ARSENIO RAMEL	Nueva Vizcaya
REMIGIO PASIBE	Occidental Negros
MARGARITO TEVES	Oriental Negros
FRANCISCO SOCRATES	Palawan
FERMIN LICAD	Pampanga

Supervisors of Industrial Instruction—Continued

FELICIANO ITLIONG	Pangasinan
SIXTO TANDOC	Pangasinan
SEVERO CARDENAS	Rizal
ANTONIO TENORIO (Acting)	Romblon
GONZALO VILLARIN	Samar
LUIS DUKA	Sorsogon
JUAN TAGLE	Sulu
FILOMENO BAUTISTA	Surigao
MOISES AGANON (Acting)	Tarlac
TOMAS V. FLORIDO	Tayabas
FRANCISCO N. NISCE (Acting)	Union
MARCELO H. ACAYAN	Zambales
ESTEBAN J. RUIZ (Acting)	Zamboanga

Supervisors of Home Economics

Miss FELISA FRANCISCO	Albay
Mrs. MARGARITA E. LABATA	Antique
Miss PASCUALA DE JESUS (Municipal)	Bataan
Miss VICTORIA C. CIUDADANO	Batangas
Miss CONSOLACION KUDEMUS	Bohol
Miss BARBARA PATDU	Bulacan
Miss PETRONA MACADAEG	Cagayan
Mrs. DAMIANA M. RAVANERA	Camarines Sur
Miss JULIA NER	Capiz
Miss MERCEDES SANTIAGO	Cavite
Mrs. VICENTA ARMILLA	Cebu
Miss MAXIMA A. CASTRO	Ilocos Norte
Miss CIRILA AGATEP	Ilocos Sur
Miss CRISTINA RECONQUISTA	Iloilo
Miss MARCIANA PALTENG	Isabela
Miss CARMEN VILLARICA	Laguna
Miss RUFINA P. PAZ	Leyte
Miss JUANA GUERRERO	Manila
Miss CRISPINA UNGAB (Municipal)	Manila
Miss TRINIDAD MARTINEZ	Nueva Ecija
Miss FRANCISCA ABAUAG (Provincial)	Nueva Vizcaya
Miss TERESA G. CUISON	Occidental Negros
Mrs. QUERUBINA G. FLORES	Pampanga
Miss FELISA P. PALISOC	Pangasinan
Miss TEODULA YUJUICO	Rizal
Miss SALVACION T. MOTUS	Samar
Miss DOLORES JUGUETA	Tayabas
Miss JOSEFA PADUA	Union
Miss CONCEPCION DOLANDOLAN	Zambales

Appendix B.—COURSES OF STUDY

PRIMARY COURSE ¹

First Grade	Second Grade	Third Grade	Fourth Grade
Language, conversational English, good manners and right conduct, and civics, hygiene and sanitation (450) ^a Reading (400) Phonics (50) Number work (150) Drawing (75) ^b Writing (75) Music (100) Physical education (125) ^c	Language, conversational English, good manners and right conduct, and civics, hygiene and sanitation (325) ^a Reading (400) Phonics (50) Arithmetic (150) Spelling (75) Drawing (75) ^b Writing (75) Music (150) Physical education (125) ^c Industrial education: ^d Handweaving, or making of native baskets, or gardening, or club work (175) Home economics: Sewing, or club work (175)	Language, conversational English, good manners and right conduct, and civics, hygiene and sanitation (325) ^a Reading (350) Phonics (50) Arithmetic (200) Spelling (75) Drawing (75) ^b Writing (75) Music (100) Home geography (150) Physical education (125) ^c Industrial education: ^d Making of mats, handbags, etc., or hat making, or making of native baskets, or gardening, or club work (175) Home economics: Sewing three times a week (105) and embroidery, or lace making, or crocheting, or hat making, or club work twice a week (70)	Language, conversational English, good manners and right conduct, and civics, hygiene, and sanitation (250) ^a Reading (350) Phonics (50) Arithmetic (200) Spelling (50) Drawing (100) ^b Writing (75) Music (100) Geography (175) Physical education (125) Industrial education: ^d Macrame, or making of mats, handbags, etc., or hat making, or advanced basketry, or slipper making, or carving, or wood-working, or making of brushes and brooms, or gardening, or pottery making, or club work (225) Home economics: Sewing twice a week (90) and embroidery, or lace making, or tatting, or crocheting, or hat making, or club work three times a week (135)

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

¹ The minimum and maximum school day length including intermissions not to exceed twenty minutes each are: Grade I, 4 hours and 5 hours; II, 4½ hours and 5½ hours; III-IV, 5 hours and 6 hours. The above schedule represents the maximum length of the school day for Grade I and Grade IV. Changes suggested by Circular No. 47, s. 1928, have been included.

^a Opening exercises are included with language, conversational English, good manners and right conduct, civics, hygiene, and sanitation, since this period is partially devoted to instruction in conduct, civics, and health.

^b The re-insertion of drawing in the program depends on whether teachers are properly trained to teach the subject. In case drawing is not re-inserted, the time should be added to other subjects. (See Memorandum No. 15, s. 1927.)

^c Exclusive of a fifteen-minute recess period given to group games and spontaneous play.

^d The time allotment indicated represents a deduction of 25, 75, and 75 minutes as authorized by General Instructions No. 14, s. 1925, for Grades II, III and IV, respectively. This course is subject to certain modifications by division superintendents as authorized in General Instructions No. 11, s. 1925.

INTERMEDIATE COURSES **GENERAL COURSE**

Fifth Grade	Sixth Grade	Seventh Grade
<p>Opening exercises (50)</p> <p>Reading (200)</p> <p>Language (200)</p> <p>Spelling (50)</p> <p>Phonics (50)</p> <p>Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60)</p> <p>Arithmetic (200)</p> <p>Geography (200)</p> <p>Writing (100)</p> <p>Drawing once a week (80)</p> <p>Music (100)</p> <p>Industrial education: Making of mats, handbags, etc., or hat making, or basket making, or slipper making, or woodworking, or furniture making, or gardening, or club work four times a week (320)</p> <p>Home economics: Cooking and housekeeping—first semester once a week (80), second semester twice a week (160); embroidery, or lace making, or crochet, or club work—first semester twice a week (160), second semester once a week (80)*</p> <p>Physical education (200)</p>	<p>Opening exercises (50)</p> <p>Reading (200)</p> <p>Language (200)</p> <p>Spelling (50)</p> <p>Phonics (50)</p> <p>Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60)</p> <p>Arithmetic (200)</p> <p>Geography (200)</p> <p>Writing (100)</p> <p>Drawing once a week (80)</p> <p>Music (100)</p> <p>Industrial education: Gardening, or club work four times a week (320)</p> <p>Home economics: Cooking and house-keeping twice a week (160); sewing once a week (80) and embroidery, or lace making, or crocheting, or club work once a week (80)</p> <p>Physical education (200)</p>	<p>Opening exercises (50)</p> <p>Reading (200)</p> <p>Language (200)</p> <p>Spelling (50)</p> <p>Phonics (50)</p> <p>Conversational English twice a week (40); good manners and right conduct three times a week (60)</p> <p>Arithmetic (200)</p> <p>Physiology, hygiene, and sanitation (200)</p> <p>Philippine history and government (200)</p> <p>Drawing, for boys only, twice a week (160)</p> <p>Industrial education: Woodworking, or furniture making three times a week (240); or gardening or club work (400)</p> <p>Home economics: Cooking and housekeeping (80); home nursing (80); food selection and diet (80); sewing (80); and embroidery or lace making, or crocheting, or loom weaving, or club work (80)</p> <p>Physical education (200)</p>

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

* Changes outlined by Circular No. 71, s. 1928, have been included.

b Where specific authority has been granted for seventh-grade boys to take gardening or other industrial work in lieu of woodworking, they should have no drawing and should have this gardening or the other industrial work authorized five times a week.

TRADE COURSE

Fifth Grade	Sixth Grade	Seventh Grade
<p>Reading (200)</p> <p>Language (200)</p> <p>Spelling (50)</p> <p>Phonics (50)</p> <p>Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60)</p> <p>Arithmetic (200)</p> <p>Drawing (400)</p> <p>Shopwork: Woodworking or ironworking (400)</p>	<p>Reading (200)</p> <p>Language (200)</p> <p>Spelling (50)</p> <p>Phonics (50)</p> <p>Conversational English twice a week (40); good manners and right conduct and civics, hygiene, and sanitation three times a week (60)</p> <p>Arithmetic (200)</p> <p>Drawing three times a week (240)</p> <p>Shopwork: Woodworking or ironworking (600)</p>	<p>Reading (200)</p> <p>Language (200)</p> <p>Spelling (50)</p> <p>Phonics (50)</p> <p>Philippine history and government (100)</p> <p>Arithmetic twice a week (160)</p> <p>Drawing twice a week (160)</p> <p>Estimating once a week (80)</p> <p>Shopwork: Woodworking or ironworking (600)</p>

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

INTERMEDIATE COURSES—Continued

FARMING COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Reading (200) Language (200) Spelling (50) Phonics (50) Conversational English twice a week (40); good manners and right conduct and civics, hygiene and sanitation three times a week (60) Arithmetic (200) Agriculture (200) Farm work (minimum 600) Drawing, carpentry, ironworking, and repair work on rainy days or when necessary	Reading (200) Language (200) Spelling (50) Phonics (50) Conversational English twice a week (40); good manners and right conduct and civics, hygiene and sanitation three times a week (60) Arithmetic (200) Agriculture (200) Farm work (minimum 600) Drawing, carpentry, ironworking, and repair work on rainy days or when necessary	Reading (200) Language (200) Spelling (50) Phonics (50) Philippine history and government (100) Arithmetic (200) Agriculture (200) Farm work (minimum 600) Drawing, carpentry, ironworking, and repair work on rainy days or when necessary

The figures in parentheses indicate the number of minutes a week, the number of recitations a week being five unless otherwise stated.

SECONDARY COURSES

THE GENERAL COURSE

Required Subjects

First Year	Second Year	Third Year		Fourth Year	
Literature (5)	Literature and composition (5)	Literature and composition (5)		Literature and composition (5)	
Composition (5)	General science (5)	Biology (5 D)		Economic conditions in the Philippines (5)	
United States history and government (4) Current events (1)	Ancient and medieval history (4) Current events (1)	General history (4) Current events (1)	Oriental history (4) Current events (1)	Philippine history (4) Current events (1)	Philippine government (4) Current events (1)
Algebra (5)	Geometry (5)	Advanced algebra (5)	Review arithmetic (5)	Physics (5 D)	
Physical education	Physical education	Physical education		Physical education	

The figures in parentheses indicate the number of forty-minute periods a week.
 D=double or eighty-minute period.

Optional Subjects

First Year	Second Year	Third Year		Fourth Year	
Music	Music	Spanish (5) Music Educational psychology* (5)	Principles of teaching* (5) Music Spanish	Spanish (5) Music Physiology hygiene, and sanitation,* or Methods of reading* (5)	Observation of teaching* (5) Music Spanish

The figures in parentheses indicate the number of forty-minute periods a week.
 D=double or eighty-minute period.

* For academic high schools in divisions in which there are no normal schools or normal courses. (See General Instructions Nos. 12, and 16, s. 1926, and General Circular No. 46, s. 1927.)

SECONDARY COURSES—Continued

THE NORMAL COURSE

First Year		Second Year		Third Year		Fourth Year	
Literature (5)		Literature and composition (5)		Literature and composition (5)		Literature and composition (5)	
Composition (5)		Reading (5)		Biology (5)		Economics (5)	
United States history and government (4) Current events (1)		General history (4) Current events (1)		General history (4) Current events (1)	Oriental history (4) Current events (1)	Philippine history and government (4) Current events (1)	
Arithmetic (5)		General science (5)		Elementary educational Psychology (5)	Principles of teaching (5)	Language (5)	Physiology, hygiene, and sanitation (5)
Music	Writing ^a	Drawing ^b	Industrial education ^b	Geography ^c	Observation and participation ^c	Practice teaching (5) ^d	
Physical education		Physical education		Physical education		Physical education	

The figures in parentheses indicate the number of forty-minute periods a week.

This course for provincial normal schools and normal courses in high schools was made effective for the first and second years in 1926-27 and for the third and fourth years in 1927-28.

All elementary school subjects are taught as review methods courses. In connection with the methods work, the teacher and class observe the school work in the subject in the training school. Observation under the methods teachers is, therefore, prescribed for each of the four years.

Drawing, industrial education, and biology classes are eighty minutes in length. All other classes recite for forty minutes daily except observation, participation, and practice teaching.

^a Each subject is taught throughout the year; first semester, music, 3 days, writing, 2 days; second semester, music, 2 days, writing 3 days. Each subject should be graded separately. (See Circular No. 72, s. 1927.)

^b Each subject is taught throughout the year: first semester, drawing, 3 days; industrial education, 2 days; second semester, drawing, 2 days, industrial education, 3 days. Each subject should be graded separately. (See Circular No. 72, s. 1927.)

^c Geography, and observation and participation are interchangeable. Twenty weeks of observation and participation for each student are required.

^d Twenty weeks of practice teaching for each student are required.

SECONDARY COURSES—Continued

THE COMMERCIAL COURSE

First Year	Second Year	Third Year		Fourth Year	
Literature (5)	Business English and spelling (5)	Business English and spelling (5)		Business English and spelling (5)	
Composition (5)	Literature and composition (5)	Literature and composition (5)		Philippine government (5)	Elements of economics (5)
United States history and government (5) Current events (1)	Stenography or book-keeping (5)	Stenography or book-keeping (5)		Stenography or book-keeping (5)	
Algebra (5)	Practical business arithmetic (5)	Commercial geography (5)	Commercial law (5)	Spanish (5)	
Penmanship (5)	Typewriting (5)	Spanish (5)		Typewriting (5)	
Physical education	Physical education	Typewriting (5)		Physical education	
		Physical education			

The figures in parentheses indicate the number of forty-minute periods a week.

THE TRADE COURSE

First Year	Second Year	Third Year		Fourth Year	
Literature (4) Current events (1)	Literature and composition (5)	Literature and composition (5)		Literature and composition (5)	
Composition (5)	General history (4) Current events (1)	Review arithmetic (5)	Advanced algebra (5)	Physics (5D)	
Algebra (5)	Plane geometry (5)	Mechanics (5)		Solid geometry (5)	Trigonometry (5)
Drawing (5D)	Drawing (5D)	Drawing (5D)		Drawing (5D)	
Shopwork (2 hours daily) ^a	Shopwork (2 hours daily) ^a	Shopwork (2 hours daily) ^a		Shopwork (2 hours daily) ^a	

The figures in parentheses indicate the number of forty-minute periods a week.

D=double or eighty-minute period.

^a The shopwork for the woodworking, building construction, and ironworking courses is outlined in detail in Circular No. 52, s. 1927.

SECONDARY COURSES—Continued

THE FARMING COURSE *

First year	Second Year		Third Year	Fourth Year
Literature (5) ^b	Literature and composition (5) ^b		Literature and composition (5) ^b	Literature and composition (5) ^b
Composition (5)	Animal husbandry (3D) (2S)	Animal husbandry (3D) (2S)	Plant diseases and pests (5)	Farm economics, including farm management and coöperative farm extension (5)
Practical farm business arithmetic and farm accounting (5)				
Horticulture (5)	General farm science (2D) (3S)	Civic biology (3D) (2S)	Major farm crops of the Philippine Islands (5D)	Farm physics which includes farm engineering and mechanics (5D)
Field work 3 hours on 5 days and hours on Saturday ^c	Field work 4 hours daily on 5 days a week and 5 hours on Saturday ^c			
Physical education (Informal athletics) (2)	Physical education (Informal athletics) (2)		Physical education (Informal athletics) (2)	Physical education (Informal athletics) (2)
	Optional: Algebra		Optional: Geometry	Optional: Advanced algebra | Review arithmetic

NOTE.—The length of period in the academic subjects is 40 minutes.

The figures in parentheses indicate the number of forty-minute periods a week.

D=double or eighty-minute period.

S=single or forty-minute period.

* Revised by Circular No. 65, s. 1928.

^b Current events will be given in connection with literature and composition, but the total amount of time devoted to this subject should not exceed one period a week.

^c The field work consists of the performance of practical tasks in the shop or in the field when such work is needed, rather than at fixed daily hours. During each year a pupil is expected to spend 330 hours in shopwork and building construction which time includes 84 hours of mechanical drawing (first and second years), of sketching (third year), and of plans and estimates (fourth year). In addition to the customary daily hours for practical work, each student renders 24 full 7-hour days of labor during a year, which forms a labor reserve to be used at the discretion of the principal of the school in constructing buildings, in planting and harvesting crops, in combating crop pests, and in handling emergencies which may arise from time to time in the management of a large productive farm.

Schools in which these secondary courses are given are in session throughout the calendar year. The work of the year is divided into (1) the academic period (actual academic work), which consists of 44 weeks of four forty-minute periods daily work for five days a week; (2) the field work period (regular farm details), which consists of 42 weeks of four hours work a day for six days a week, except in the first year when the work is three hours a day; (3) a reserved period of six weeks which may be used at the discretion of the principal as referred to above; and (4) the moveable vacation period of four weeks which is used at the discretion of the principal of the school.

SECONDARY COURSES—Continued

THE NAUTICAL COURSE

ENTRANCE REQUIREMENT—COMPLETION OF SECOND YEAR OF THE
SECONDARY COURSE

First Year	Second Year
Calisthenics (100)	
Elementary navigation, including deviation and compass compensation, chart, lead and log, algebra and geometry, logarithms and plain trigonometry, and piloting (900)	Advanced navigation, including astronomy, spherical trigonometry, latitude and longitude, rules for preventing collisions, meteorology, Summer and St. Hilaire's method, and ship's business (900)
Swimming (100)	
Semaphore (300)	Advanced seamanship, including sailmaking (300)
Elementary seamanship, including tying knots and splicing ropes (300)	Signaling—International code (300)
Boat drill and athletics twice a week; military drill twice a week; and fire drill once a week (300)	

The figures in parentheses indicate the number of minutes a week, the number of periods a week being five unless otherwise stated.

THE HOME-ECONOMICS COURSE

Required Subjects

First Year	Second Year	Third Year		Fourth Year
Literature (5)	Literature and composition (5)	Literature and composition (5)		Literature and composition (5)
Composition (5)	General science (5)	Biology (5D)		Economics (5)
United States history and government (4) Current events (1)	General history (4) Current events (1)	General history (4) Current events (1)	Oriental history (4) Current events (1)	Philippine history and government (4) Current events (1)
Embroidery or lace making (3D) Plain sewing (2D)	Housekeeping and cooking (3D) Plain sewing (2D)	Foods and cooking (3D) Embroidery or Lace making (2D)		First aid, home care of sick, care and feeding of infants and of children (3D) Embroidery or lace making (2D)
Physical education	Physical education	Physical education		Physical education

SECONDARY COURSES—Continued**THE HOME-ECONOMICS COURSE—Continued****Optional Subjects**

First Year	Second Year	Third Year	Fourth Year
Music	Music	Spanish (5) Music	Spanish (5) Music

*The figures in parentheses indicate the number of forty-minute periods a week.
D=double or eighty-minute period.*

PHILIPPINE NORMAL SCHOOL**TWO-YEAR GENERAL COURSE****ENTRANCE REQUIREMENT—HIGH-SCHOOL GRADUATION**

First Year		Second Year	
Literature and composition (5)		Literature and composition (5)	
Reading Methods (5)		Child study or educational measurements* (5)	
Educational psychology (5)	Principles of teaching (5)	Physiology ^b or school supervision (5) or music II (5)	History of education ^b or school administration or drawing II (D) or library methods (D) (5)
Music (5) or Drawing (5D)	Drawing (5D) or Music (5)	Language methods (5)	Geography methods (5)
Arithmetic methods or observation and participation* (5)		Principles of education or practice teaching* (5)	
Physical education		Physical education	

*The figures in parentheses indicate the number of forty-minute periods a week.
D=double or eighty-minute period.*

* Both subjects are offered throughout the year. One-half of the class is assigned to each subject during the first semester, and to the other subject during the second semester.

^b All students are required to take physiology in the first semester and history of education in the second semester unless special permission is secured to elect other subjects.

Only students with teaching experience are permitted to elect School supervision and School administration.

Only a limited number of students who possess special talent in music and who have done superior work in Music I will be permitted to elect Music II.

Only a limited number of students who possess special talent in drawing and who have done superior work in Drawing I will be permitted to elect Drawing II.

Only one student from each division who has been recommended by the division superintendent is permitted to elect Library methods.

PHILIPPINE NORMAL SCHOOL—Continued

TWO-YEAR HOME-ECONOMICS COURSES

ENTRANCE REQUIREMENT—GRADUATION FROM THE SECONDARY HOME-ECONOMICS COURSE

First Year		Second Year	
Literature and composition (5)		Literature and composition (5)	
Reading methods (5)		Commercial geography (5)	Physiology (5)
Educational Psychology (5)	Home-economics methods (5)	Dietetics (5)	Music or drawing (5)
Sewing II (5D)		Cooking II (5D)	
Chemistry of foods or observation and participation ^a (5)		Teaching or industrial arithmetic ^a (5)	

The figures in parentheses indicate the number of forty-minute periods a week.

D=double or eighty-minute period.

^a Both subjects are offered throughout the year. One-half of the class is assigned to each subject during the first semester, and to the other subject during the second semester.

THREE-YEAR COMBINED COURSE

ENTRANCE REQUIREMENT—COMPLETION OF THE GENERAL SECONDARY COURSE

[Entitles the graduate to both the home-economics and the general-course diplomas]

First Year		Second Year		Third Year	
Literature and composition (5)		Literature and composition (5)		Language methods (5)	Educational measurements (5)
Reading methods (5)		Geography methods (5)	Commercial Geography (5)	Arithmetic methods (5)	Physiology (5)
Music (5)	Drawing (5)	Home-economics methods (5)	Principles of teaching (5)	Teaching or principles of education (5) ^{a b}	
Cooking I (5D)		Chemistry of foods or observation and participation ^a (5)		Dietetics (5)	Home nursing (5)
Sewing I (5D)		Sewing II (5D)		Cooking II (5D)	
Educational psychology (5)	Child study (5)	Needle work (5D)			

The figures in parentheses indicate the number of forty-minute periods a week.

D=double or eighty-minute period.

^a Both subjects are offered throughout the year. One-half of the class is assigned to each subject during the first semester, and to the other subject during the second semester.

^b Subject to the approval of the Superintendent of the Philippine Normal School, students are permitted to elect two of the following subjects: history of education, library methods, advanced music, advanced drawing, school supervision, and school administration. (See note under the two-year General Course.)

PHILIPPINE NORMAL SCHOOL—Continued

TWO-AND-ONE-HALF YEAR HOME-ECONOMICS COURSE

ENTRANCE REQUIREMENT—COMPLETION OF THE GENERAL SECONDARY COURSE

First Year	Second Year	Third Year (First Semester)
Literature and composition (5)	Literature and composition (5)	Physiology
Reading methods (5)	Home-economics methods or educational psychology ^a (5)	Commercial geography (5)
Cooking I (5D)	Cooking II (5D)	Dietetics (5)
Sewing I (5D)	Sewing II (5D)	Home nursing (5)
Music or drawing (5)	Chemistry of foods or observation and participation ^a (5)	Industrial arithmetic (5)
Needle work (5)		Teaching (5)

The figures in parentheses indicate the number of forty-minute periods a week.

D=double or eighty-minute period.

^a Both subjects are offered throughout the year. One-half of the class is assigned to each subject during the first semester, and to the other subject during the second semester.

Appendix C.—TEXTBOOKS USED IN THE PUBLIC SCHOOLS

TEXTBOOKS APPROVED FOR USE IN ELEMENTARY SCHOOLS

FIRST GRADE

- The Rizal Readers, Primer. Firman, Maltby, Marshall, and Estrella. The John C. Winston Co.
- The Rizal Readers, First Reader. Firman, Maltby, Marshall, and Estrella. The John C. Winston Co.
- Correct English, Grades I and II. Polley and Martinez. The Associated Publishers. (In hands of teachers only.)
- The Progressive Music Series, Book One. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co. (In hands of teachers only.)
- Zaner Method Writing, Teachers' Manual No. 1. Zaner. Zaner & Bloser Co. (In hands of teachers only.)
- Philippine Arithmetics, Teachers' Manual, for First and Second Grades. Poblador and Osias. World Book Co. (In hands of teachers only.)
- Supplementary readers:
- The Elson Readers, Pupils' Hand Chart. Scott, Foresman & Co.
- The Elson Readers, Primer. Elson and Runkel. Scott, Foresman & Co.
- First Year Book. Fee. World Book Co.
- Philippine National Literature, Book I. Fansler and Panlasigui. The Macmillan Co.
- The Philippine Readers, Book One. Osias. Ginn & Co.
- Reading-Literature, The Primer. Treadwell and Free. Row, Peterson & Co.
- Stories and Games. Osias. Ginn & Co.
- Story Hour Readers Revised, Primer. Coe and Dillon. American Book Co.
- Wag and Puff, A Primer. (The Child's Own Way Series.) Hardy. Wheeler Publishing Co.
- The Winston Readers, Primer. Firman and Maltby. The John C. Winston Co.
- Work and Play. (The Edson-Laing Readers, Primer.) Edson and Laing. Benj. H. Sanborn & Co.

SECOND GRADE

- Correct English, Grades I and II. Polley and Martinez. The Associated Publishers. (In hands of teachers only.)
- The Philippine Readers, Book Two. Osias. Ginn & Co.
- The Progressive Music Series, Book One. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co.
- Zaner Method Writing, Teachers' Manual No. 2. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Philippine Arithmetics, Teachers' Manual, for First and Second Grades.

Poblador and Osias. World Book Co. (In hands of teachers only.)

Supplementary readers:

Busy Folk. (The Edson-Laing Readers, Book One.) Edson and Laing. Benj. H. Sanborn & Co.

Child-library Readers, Book One. Elson and Runkel. Scott, Foresman & Co.

The Learn to Study Reader: First Lessons in Learning to Study. Horn and others. Ginn & Co.

The Elson Readers, Book One. Elson and Runkel. Scott, Foresman & Co.

The Insular First Reader. Gibbs. American Book Co.

Old Time Stories. Bowen. World Book Co.

Philippine National Literature, Book II. Fansler and Panlasigui. The Macmillan Co.

The Progressive Road to Reading, Book One. Burchill and others. Silver, Burdett & Co.

Reading-Literature, First Reader. Treadwell and Free. Row, Peterson & Co.

The Rhyme and Story First Reader. Blaisdell and Blaisdell. Little, Brown & Co.

The Rizal Readers, Second Reader. Lewis, Marshall, and Estrella. The John C. Winston Co.

Story Hour Readers Revised. Book One. Coe and Dillon. American Book Co.

The Winston Readers, First Reader. Firman and Maltby. The John C. Winston Co.

THIRD GRADE

Correct English, Grade III. Polley and Martinez. The Associated Publishers.

The Philippine Readers, Book Three. Osias. Ginn & Co.

Philippine Arithmetic, Third Grade. Bonsall, Mercer, Poblador, and Osias. World Book Co.

The Progressive Music Series, Book One. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co.

Zaner Method Writing, Teachers' Manual No. 3. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

Child Classics, Second Reader. Alexander. Bobbs-Merrill Co.

Child-library Readers, Book Two. Elson. Scott, Foresman & Co.

The Insular Second Reader. Gibbs. American Book Co.

The Learn to Study Readers, Book One. Horn and Shields. Ginn & Co.

Lend a Hand. (The Edson-Laing Readers, Book Two.) Edson and Laing. Benj. H. Sanborn & Co.

Little Folks of Many Lands. Chance. Ginn & Co.

Merry Animal Tales. Bigham. Little, Brown & Co.

Philippine National Literature, Book III. Fansler and Panlasigui. The Macmillan Co.

Pretty Polly Flinders. Blaisdell. Little, Brown & Co.

The Progressive Road to Reading, Book Two. Burchill and others. Silver, Burdett & Co.

Supplementary readers—Continued.

Reading-Literature, Second Reader. Treadwell and Free. Row, Peterson & Co.

The Rizal Readers, Third Reader. Lewis, Marshall, and Carreon. The John C. Winston Co.

The Silent Reading Hour, First Reader. Buswell and Wheeler. Wheeler Publishing Co.

Story Hour Readers Revised, Book Two. Coe and Dillon. American Book Co.

The Winston Readers, Second Reader. Firman and Maltby. The John C. Winston Co.

FOURTH GRADE

Correct English, Grade IV. Polley and Martinez. The Associated Publishers.

The Philippine Readers. Book Four. Osias. Ginn & Co.

Philippine Arithmetic, Fourth Grade. Bonsall, Mercer, Poblador, and Osias. World Book Co.

Philippine Primary Geography. Valdez-Ventura. The Associated Publishers.

The Progressive Music Series, Book Two. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co.

Zaner Method Writing, Teachers' Manual No. 4. Zaner. Zaner and Bloser Co. (In hands of teachers only.)

Supplementary readers:

Around the World with the Children. Carpenter. American Book Co.
Child-Library Readers, Book Three. Elson and Kelly. Scott, Foresman & Co.

The Insular Third Reader. Gibbs. American Book Co.

The Learn to Study Readers, Book Two. Horn and McBroom. Ginn & Co.

Merry Animal Tales. Bigham. Little, Brown & Co.

Neighbors. (The Edson-Laing Readers, Book Three.) Laing and Edson. Benj. H. Sanborn & Co.

Play Awhile. Doheny. Little, Brown & Co.

The Rizal Readers, Fourth Reader. Lewis, Marshall, and Carreon. The John C. Winston Co.

Rizal's Own Story. Craig. McCullough Printing Co.

Robinson Crusoe. Baldwin. American Book Co.

The Silent Reading Hour, Second Reader, Buswell and Wheeler. Wheeler Publishing Co.

Stories of Great Filipinos. Benitez and Benitez. McCullough Printing Co. (Required.)

Stories of Long Ago in the Philippines. McGovney. World Book Co.

Story Hour Readers Revised, Book Three. Coe and Dillon. American Book Co.

FIFTH GRADE

Correct English, Grade V. Polley and Martinez. The Associated Publishers.

The Philippine Readers, Book Five. Osias. Ginn & Co.

Fifty Famous Stories Retold. Baldwin. American Book Co.
 Good Manners and Right Conduct, Fifth Grade. McVenn. D. C. Heath & Co.
 Stone-Winkel Arithmetic, Intermediate, Book One. Stone and Winkel. Benj. H. Sanborn & Co.
 Intermediate Geography. Miller and Polley. Ginn & Co.
 The Progressive Music Series, Book Two. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co.
 Practical Lessons in Tropical Agriculture, Book I. Clute. World Book Co.
 Elementary Home Economics. Bureau of Education.
 Woodworking for Beginners. Bureau of Education.
 School and Home Gardening. Bureau of Education.
 Zaner Method Writing, Teachers' Manual No. 5. Zaner. Zaner & Bloser Co. (In hands of teachers only.)
 Supplementary readers:

The Carter Intermediate Reader, Book One. Silver, Burdett & Co.
 The Children of History, Early Times. Hancock. Little, Brown & Co.
 The Junior Citizen. Fernandez. McCullough Printing Co.
 The Learn to Study Readers, Book Three. Horn and McBroom. Ginn & Co.
 The Rizal Readers, Fifth Reader. Lewis, Rowland, Marshall, and Carreon. The John C. Winston Co.
 Science Readers for Silent Reading, Book IV. Animal Life. Nida and Nida. D. C. Heath & Co.
 The Silent Reading Hour, Third Reader. Buswell and Wheeler. Wheeler Publishing Co.
 Story Hour Readings, Fourth Year. Hartwell. American Book Co.
 White Patch. Patri. American Book Co.
 The Winston Readers, Fourth Reader. Firman and Maltby. The John C. Winston Co.
 Working Together. (The Edson-Laing Readers, Book Four.) Edson and Laing. Benj. H. Sanborn & Co.

SIXTH GRADE

Better English for Speaking and Writing, Grades Six and Seven. Romulo, Netzorg, and Simons. The John C. Winston Co.
 The Philippine Readers, Book Six. Osias. Ginn & Co.
 The Book of Legends. Scudder. Houghton Mifflin Co.
 Good Manners and Right Conduct, Sixth Grade. McVenn. D. C. Heath & Co.
 Stone-Winkel Arithmetic, Intermediate, Book Two. Stone and Winkel. Benj. H. Sanborn & Co.
 Intermediate Geography. Miller and Polley. Ginn & Co.
 The Progressive Music Series. Book Three. Parker and others. Philippine Edition compiled by Romualdez and Griffith. Silver, Burdett & Co.
 Practical Lessons in Tropical Agriculture. Book II. Clute. World Book Co.
 Elementary Home Economics. Bureau of Education.
 Woodworking for Beginners. Bureau of Education.
 School and Home Gardening. Bureau of Education.

Supplementary Problems in Arithmetic for Schools of Agriculture. Bureau of Education.

Supplementary Problems for Trade Schools and Trades Classes. Bureau of Education.

Zaner Method Writing, Teachers' Manual No. 6. Zaner. Zaner & Bloser Co. (In hands of teachers only.)

Supplementary readers:

The Carter Intermediate Readers, Book Two. Silver, Burdett & Co.
The Children of History, Later Times. Hancock. Little, Brown & Co.
The Kendall Fifth Reader. Kendall and Stevens. D. C. Heath & Co.
The Learn to Study Readers, Book Four. Horn and Moscrip. Ginn & Co.

Opportunity. (The Edson-Laing Readers, Book Five.) Edson and Laing. Benj. H. Sanborn & Co.

Real Stories of the Geography Makers. Faris. Ginn & Co.

The Rizal Readers, Sixth Reader. Lewis, Rowland, Marshall, and Carreon. The John C. Winston Co.

Science Readers for Silent Reading, Book V. Makers of Progress. Nida and Nida. D. C. Heath & Co.

Story Hour Readings, Fifth Year. Hartwell. American Book Co.

SEVENTH GRADE

Better English for Speaking and Writing, Grades Six and Seven. Romulo, Netzorg, and Simons. The John C. Winston Co.

The Philippine Readers, Book Seven. Osias. Ginn & Co.

The Song of Hiawatha. Longfellow. Houghton Mifflin Co.

Good Manners and Right Conduct, Seventh Grade. McVenn. D. C. Heath & Co.

Stone-Winkel Arithmetic, Intermediate, Book Two. Stone and Winkel. Benj. H. Sanborn & Co.

A Brief History of the Philippines. Fernandez. Ginn & Co.

Philippine Civics. Malcolm and Kalaw. D. Appleton & Co.

Sanitation and Hygiene for the Tropics. Ritchie and Purcell. World Book Co.

Practical Lessons in Tropical Agriculture, Book III.

Elementary Home Economics. Bureau of Education.

Woodworking for Beginners. Bureau of Education.

School and Home Gardening. Bureau of Education.

Supplementary Problems in Arithmetic for Schools of Agriculture. Bureau of Education.

Supplementary Problems for Trade Schools and Trade Classes. Bureau of Education.

Supplementary Problems for Domestic Science Classes. Bureau of Education.

Supplementary Readers:

The Carter Intermediate Readers, Book Three. Silver, Burdett & Co.

The Kendall Sixth Reader. Kendall and Stevens. D. C. Heath & Co.

The Learn to Study Readers, Book Five. Horn and others. Ginn & Co.

Supplementary Readers—Continued.

- Nature Secrets. Chambers. Little, Brown & Co.
 Open Door to Science. Caldwell and Meier. Ginn & Co.
 The Rizal Readers, Seventh Reader. Lewis, Rowland, Marshall, and Carreon. The John C. Winston Co.
 Science Readers for Silent Reading, Book VI. Early Men of Science. Nida and Nida. D. C. Heath & Co.
 Story Hour Readings, Sixth Year. Hartwell. American Book Co.

TEXTBOOKS APPROVED FOR USE IN SECONDARY SCHOOLS

GENERAL COURSE

FIRST YEAR

- Evangeline. Longfellow. Houghton Mifflin Co.
 Philippine Prose and Poetry. Bureau of Education.
 New Practical English for High Schools. Lewis, Hosic, and Bermejo. American Book Co.
 A History of the United States. Burnham and Melencio. The John C. Winston Co.
 First Course in Algebra. Hawkes, Luby, and Touton. Ginn & Co.
 Everyday Civics, Philippine Edition. Finch. American Book Co.
 For silent reading and extensive reading:
 The Silent Readers, Seventh Reader. Lewis and Rowland, or The Rizal Reader, First Year Reader. Lewis, Rowland, and Carreon. The John C. Winston Co.
 Story Hour Readings, Seventh Year. Hartwell. American Book Co.

SECOND YEAR

- Selections from Irving's Sketch Book. Edited by R. P. St. John. American Book Co.
 Sohrab and Rustum. Arnold. Ginn & Co.
 Selected Short Poems. Bureau of Education.
 New Practical English for High Schools. Lewis, Hosic, and Bermejo. American Book Co.
 Civic Science in Home and Community. Hunter, Whitman, and Herold. American Book Co.
 Modern Times and the Living Past. Elson. American Book Co.
 Plane Geometry. Hart and Feldman. American Book Co.

THIRD YEAR

- English Poems from Chaucer to Kipling. Edited by Parrott and Long. Ginn & Co.
 Silas Marner. Eliot. Edited by Mary McKittrick. American Book Co.
 The Merchant of Venice. Shakespeare. Ginn & Co.
 English Composition, Book Two. Brooks. American Book Co.
 English Composition. Bureau of Education.
 New Essentials of Biology, with Philippine Supplement. Hunter. American Book Co.
 Biology Laboratory Manual. Graham. Philippine Education Co.
 Modern Times and the Living Past. Elson. American Book Co.
 A History of the Orient. Steiger, Beyer, and Benitez. Ginn & Co.

Second Course in Algebra. Hawkes, Luby, and Touton. Ginn & Co.
 Modern High School Arithmetic. Tan. The Associated Publishers.
 Beginning Spanish. Espinosa and Allen. American Book Co.
 Doña Perfecta. Galdos. American Book Co.
 Noli Me Tangere. Rizal.

FOURTH YEAR

English Poems from Chaucer to Kipling. Edited by Parrot and Long.
 Ginn & Co.
 Life of Samuel Johnson. Macaulay. Edited by William Schuyler. The
 Macmillan Co.
 Five American Contributions to Civilization. Eliot. The Century Co.
 Macbeth. Shakespeare. Ginn & Co.
 English Composition, Book Two. Brooks. American Book Co.
 Business English and Correspondence. Davis and Lingham. Ginn & Co.
 English Composition. Bureau of Education.
 Economic Conditions in the Philippines. Miller. Ginn & Co.
 Elements of Economics. Fradenburgh. Charles Scribner's Sons.
 A History of the Philippines. Benitez. Ginn & Co.
 Practical Physics. Millikan, Gale, and Pyle. Ginn & Co.
 First Course in Laboratory Physics. Millikan and others. Ginn & Co.
 Philippine Government. Malcolm and Kalaw. The Associated Publishers.
 Beginning Spanish. Espinosa and Allen. American Book Co.
 Doña Perfecta. Galdos. American Book Co.
 Noli Me Tangere. Rizal.

SPECIAL BOOKS USED IN VOCATIONAL SCHOOLS AND COURSES

For provincial normal schools and courses:

The Observation of Teaching. Maxwell. Houghton Mifflin Co.
 The Child's Mind and the Common Branches. La Rue. The Mac-
 millan Co.
 Advanced Physiology and Hygiene. Philippine Edition, Conn and
 Budington. Silver, Burdett & Co.
 An Introduction to Education. Frasier and Armentrout. Scott,
 Foresman & Co.

Supplementary readers:

Child-library Readers, Book Eight. Elson and Burris. Scott,
 Foresman & Co.
 Everyday Classics, Eighth Reader. Baker and Thorndike. The
 Macmillan Co.
 The Kendall Seventh Reader. Kendall and Stevens. D. C. Heath
 & Co.
 The Silent Readers, Eighth Reader. Lewis and Rowland, or The
 Rizal Readers, Second Year Reader. Lewis, Rowland, and
 Carreon. The John C. Winston Co.

For home-economics course:

Shelter and Clothing. Kinne and Cooley. The Macmillan Co.
 Science of Home Making. Pirie. Scott, Foresman & Co.
 First Aid. Lynch. P. Blakiston's Son & Co.

For agricultural course:

Farm Business Arithmetic. Lewis. D. C. Heath & Co.
 Farm Science. Spillman. World Book Co.
 Civic Biology. Hunter. American Book Co.
 Beginnings in Animal Husbandry. Plumb. Webb Publishing Co.
 School Entomology. Sanderson and Peairs. John Wiley & Sons.
 Farm Management. Boss. Lyons and Carnahan.
 Farm Motors. Potter. McGraw-Hill Book Co.
 Practical Physics. Black and Davis. The Macmillan Co.
 Elementary Forge Practice. Harcourt. Manual Arts Press.
 Agricultural Engineering. Davidson. Webb Publishing Co.
 Principles of Bookkeeping and Farm Accounts. Bexell and Nichols.
 American Book Co.
 Farm Economics. Howe. American Book Co.
 Economic Success. Cole. The Macmillan Co.
 Supplementary Problems in Arithmetic for Schools of Agriculture.
 Bureau of Education.
 A Brief History of the World. Botsford. The Macmillan Co.

For trade course:

Course in Mechanical and Free-hand Drawing. Bureau of Education.
 Manual of Woodworking. Bureau of Education.
 Strength of Materials. Merriman. John Wiley & Sons.
 A Brief History of the World. Botsford. The Macmillan Co.
 Solid Geometry. Wentworth and Smith. Ginn & Co.
 Plane and Spherical Trigonometry. Wentworth and Smith. Ginn & Co.

For commercial course:

Principles of Bookkeeping. Miner and Elwell. Ginn & Co.
 Practical Business Arithmetic. Moore and Miner. Ginn & Co.
 New Rational Typewriting. SoRelle. Gregg Publishing Co.
 Gregg Shorthand Manual. Gregg. Gregg Publishing Co.
 Fundamentals of Business English. Holzinger. World Book Co.
 Vocabulary-Building Speller. Meyer. The Macmillan Co.
 Philippine Business Law. Perkins. D. Appleton & Co.

SPECIAL BOOKS USED IN THE PHILIPPINE NORMAL SCHOOL

The American Scholar. Emerson. Houghton Mifflin Co.
 Speech on Conciliation with America. Burke. Houghton Mifflin Co.
 The Princess. Tennyson. Houghton Mifflin Co.
 The Servant in the House. Kennedy. Harper and Bros.
 Education as the Psychologist Sees It. Pillsbury. The Macmillan Co.
 Music Writing, Book I. Dann. American Book Co.
 Methods of Primary Arithmetic. Polley. Philippine Education Co.
 The Teacher's Technique. Holley. The Century Co.
 The Aeneid, Books I-III. Cranch. Houghton Mifflin Co.
 Supervision and the Improvement of Teaching. Burton. D. Appleton & Co.
 Oral English. Brewer. Ginn & Co.
 Les Misérables. Victor Hugo. The Macmillan Co.

Principles of Education. Ruediger. Houghton Mifflin Co.
 A Student's History of Education. Duggan. D. Appleton & Co.
 Fundamentals of Child Study. Kirkpatrick. The Macmillan Co.
 Public School Administration. Cubberley. Houghton Mifflin Co.
 Measuring Results in Education. Trabue. American Book Co.
 Everyday Chemistry. Vivian. American Book Co.
 Teaching Home Economics. Cooley and others. The Macmillan Co.
 Commercial and Industrial Geography. Keller and Bishop. Ginn & Co.
 Dietetics for High Schools. Willard and Gillett. The Macmillan Co.
 Outlines of English and American Literature. Long. Ginn & Co.
 Music Writing, Book II. Dann. American Book Co.
 Social Principles of Education. Betts. Charles Scribner's Sons.
 First Aid. Lynch. P. Blakiston's Son & Co.
 Types of Short Stories. Heydrick. Scott, Foresman & Co.
 Atlantic Narratives, Second Series. Thomas. Little, Brown & Co.
 Literary Digest. Funk & Wagnalls Co. (Magazine)
 Atlantic Book of Junior Plays. Thomas. Little, Brown & Co.
 Writing. French. Harcourt, Brace & Co.
 Lorna Doone. Blackmore.
 Jane Eyre. Bronte. The Macmillan Co.
 Ivanhoe. Scott. D. Appleton & Co.
 Ben-Hur. Wallace. Grosset & Dunlap.
 Essays and Essay Writing. Tanner. Little, Brown & Co.
 Richard Carvel. Churchill. The Macmillan Co.

SPECIAL TEXTBOOK USED ONLY IN THE PHILIPPINE SCHOOL OF ARTS AND TRADES

Strength of Materials. Merriman. John Wiley & Sons.

SPECIAL TEXTBOOKS USED ONLY IN THE PHILIPPINE SCHOOL OF COMMERCE

Actual Business English. Deffendall. The Macmillan Co.
 Beginning Spanish. Allen and Espinosa. American Book Co.
 High School Geography. Whitbeck. The Macmillan Co.
 Commercial Spanish. McHale. D. C. Heath & Co.

SPECIAL TEXTBOOKS USED ONLY IN THE CENTRAL LUZON AGRICULTURAL SCHOOL

Agricultural Arithmetic. Foster.
 Plant Propagation and Fruit Culture in the Tropics. Bulletin No. 32, Bureau of Agriculture.
 School and Home Gardening. Bureau of Education.
 Draft Carabaos. Montellano. The Student Press.
 Coconut Palm. Bulletin No. 35. Bureau of Agriculture.
 Tobacco Growing. Bulletin No. 34. Bureau of Agriculture.
 Rice Number, The Philippine Agricultural Review, Bureau of Agriculture, Vol. XIV, No. 1, 1921.

SPECIAL TEXTBOOKS USED ONLY IN THE PHILIPPINE NAUTICAL SCHOOL

Nicholl's Seamanship. G. E. Nicholl. James Brown & Sons, Glasgow, Scotland.

Pamphlets published by the International Correspondence School, Scranton, Pennsylvania:

Elements of Navigation.
 Deviation and Compass Compensation.
 Chart, Lead and Log, and Nautical Tables.
 Piloting.
 Dead Reckoning, Part I.
 Dead Reckoning, Part II.
 Logarithms.
 Trigonometry.
 Nautical Astronomy, Part I.
 Nautical Astronomy, Part II.
 Latitude.
 Longitude and Azimuth.
 Summer's and St. Hilarie's Method.
 Ocean Meteorology.
 Rules of Preventing Collision at Sea.
 International Code of Signals.

DICTIONARIES

Webster's Secondary-School Dictionary, Merriam Edition. American Book Co.
 Webster's Elementary School Dictionary, Merriam Edition. American Book Co.
 Webster's Shorter School Dictionary, Merriam Edition. American Book Co.

Appendix D.—STATISTICAL TABLES

No. I.—Percentage of Population in School

A table showing, by divisions and for the Islands, the percentage of the total population enrolled in public schools in September, 1928.

Division	Annual Enrolment in Public Schools (Septem- ber, 1928)	Total Popula- tion ^a	Percentage of Total Population Enrolled in Public Schools	School Popula- tion ^b	Percentage of School Population Enrolled in Public Schools	Annual Enrolment in Private Schools (July 1928)
Abra	7,598	85,252	8.91	22,435	33.87	1,029
Agusan	8,514	56,645	15.03	14,907	57.11	200
Albay	29,676	373,498	7.95	98,189	30.19	919
Antique	13,779	168,426	8.18	44,323	31.09	699
Bataan	6,783	65,271	10.39	17,177	39.49	269
Batanes	1,238	8,214	15.07	2,162	57.26	-----
Batangas	26,921	389,690	6.91	102,550	26.25	2,535
Bohol	42,449	411,885	10.31	108,391	39.16	1,098
Bukidnon	4,319	48,544	8.90	12,775	33.81	-----
Bulacan	31,635	264,621	11.95	69,637	45.43	2,377
Cagayan	23,852	210,462	11.33	55,385	43.07	752
Camarines Norte	5,057	58,904	8.59	15,501	32.62	34
Camarines Sur	18,639	230,756	8.08	60,725	30.69	937
Capiz	28,094	329,830	8.52	86,797	32.37	830
Cavite	19,145	170,899	11.20	44,973	42.57	556
Cebu	66,943	975,868	6.86	256,806	26.07	2,746
Cotabato	7,648	199,639	3.83	52,537	14.56	99
Davao	8,788	133,858	6.57	35,226	24.95	-----
Ilocos Norte	26,073	243,209	10.72	64,002	40.74	891
Ilocos Sur	28,200	235,402	11.98	61,948	45.52	2,982
Iloilo	53,787	558,530	9.63	146,981	36.59	5,464
Isabela	14,986	134,877	11.11	35,494	42.22	232
Laguna	30,048	223,710	13.43	58,871	51.04	478
Lanao	5,473	121,469	4.51	31,966	17.12	-----
Leyte	62,341	723,367	8.62	190,360	32.75	2,115
Manila	62,172	324,522	19.16	85,401	72.80	32,447
Marinduque	7,829	59,984	13.05	15,785	49.60	430
Masbate	8,796	81,815	10.75	21,530	40.85	-----
Mindoro	8,897	91,340	9.74	24,037	37.01	235
Misamis	29,348	237,763	12.34	62,569	46.91	893
Mountain	16,459	332,083	4.96	87,390	18.83	1,016
Nueva Ecija	25,851	282,865	9.14	74,438	34.73	1,058
Nueva Vizcaya	6,262	35,838	17.47	9,431	66.40	-----
Occidental Negros	46,907	449,655	10.43	118,330	39.64	1,506
Oriental Negros	22,372	316,577	7.07	83,310	26.85	1,409
Palawan	5,712	89,067	6.41	23,439	24.37	101
Pampanga	27,268	277,940	9.81	73,142	37.28	2,214
Pangasinan	54,082	645,194	8.38	169,787	31.85	1,460
Rizal	25,916	278,528	9.30	73,297	35.36	3,452
Romblon	7,810	71,669	10.90	18,860	41.41	-----
Samar	27,583	447,989	6.16	117,892	23.40	429
Sorsogon	18,355	213,232	8.61	56,114	32.71	1,023
Sulu	12,949	222,088	5.83	58,444	22.16	-----
Surigao	13,536	141,332	9.58	37,193	36.39	2,791
Tarlac	22,366	193,938	11.53	51,036	43.82	154

^a The figures for total population by divisions were obtained from the Office of Vital Statistics of the Philippine Health Service, Manila.

^b The school population is estimated by dividing the total population by 3.8 which is the ratio of the population 6-17 years of age in the Islands to the total population as reported by the 1918 Census.

No. I.—Percentage of Population in School—Continued

Division	Annual Enrolment in Public Schools (September, 1928)	Total Population ^a	Percentage of Total Population Enrolled in Public Schools	School Population ^b	Percentage of School Population Enrolled in Public Schools	Annual Enrolment in Private Schools (July 1928)
Tayabas	33,848	247,388	13.68	65,102	51.99	3,032
Union	24,450	179,839	13.60	47,326	51.66	2,644
Zambales	11,361	92,810	12.24	24,424	46.52	600
Zamboanga	15,154	176,885	8.57	46,549	32.55	544
Total	1,107,269	11,913,167	9.29	3,135,044	35.32	84,685
Camarines Agricultural School	183	-----	-----	-----	-----	-----
Central Luzon Agricultural School	886	-----	-----	-----	-----	-----
Philippine Nautical School	63	-----	-----	-----	-----	-----
Philippine Normal School	2,111	-----	-----	-----	-----	-----
Philippine School of Arts and Trades	997	-----	-----	-----	-----	-----
Grand total	1,111,509	11,913,167	9.33	3,135,044	35.45	84,685

A summary for the last four years and for 1915 and 1920, showing the total annual public-school enrolment and the percentage of school population enrolled in public schools.

Year	Annual Enrolment in Public Schools (September)	Total Population	Percentage of Total Population Enrolled in Public Schools	School Population ^b	Percentage of School Population Enrolled in Public Schools	Annual Enrolment in Private Schools (July)
1915	576,156	9,728,781	5.92	2,560,206	22.50	-----
1920	911,986	10,455,180	8.72	2,751,363	33.15	-----
1925	1,096,758	11,406,875	9.61	3,001,809	36.54	^d 82,526
1926	1,061,525	11,575,176	9.17	3,046,099	35.85	^d 88,001
1927	^c 1,099,386	11,744,172	9.36	3,090,572	35.57	86,695
1928	1,111,509	11,913,167	9.33	3,135,044	35.45	84,685

^a The figures for total population by divisions were obtained from the Office of Vital Statistics of the Philippine Health Service, Manila.

^b The school population is estimated by dividing the total population by 3.8 which is the ratio of the population 6-17 years of age in the Islands to the total population as reported by the 1918 Census.

^c Bureau of Commerce and Industry.

^d December.

^e The enrolment for Itbayat, Batanes, for July 1927 is used.

No. II.—Average Monthly Enrolment, Average Daily Attendance, and Percentage of Attendance

A table showing, by divisions and for the Islands, the average monthly enrolment, the average daily attendance, and the percentage of attendance for the school year 1927-28.

Division	Primary			Intermediate			Secondary			Total		
	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance
Abra.....	4,884	4,496	92.06	1,428	1,324	92.72	781	754	96.54	7,093	6,574	92.68
Agusan.....	6,041	5,378	89.02	1,273	1,153	90.57	351	324	92.31	7,665	6,855	89.43
Albay.....	22,836	22,124	96.88	4,023	3,923	97.37	1,389	1,366	98.34	28,254	27,413	97.02
Antique.....	9,339	8,719	93.36	1,842	1,708	92.45	596	581	97.48	11,777	11,003	93.43
Bataan.....	4,699	4,576	97.38	1,183	1,150	97.21	377	366	97.08	6,259	6,092	97.33
Batanes.....	810	773	95.43	208	198	95.19	128	126	98.44	1,146	1,097	95.72
Batangas.....	19,282	18,804	97.53	4,624	4,522	97.79	1,262	1,238	98.10	25,168	24,584	97.60
Bohol.....	33,950	32,060	94.43	4,759	4,443	93.36	1,429	1,385	96.92	40,138	37,888	94.39
Bukidnon.....	3,147	2,764	87.83	449	372	82.85	144	135	86.81	3,740	3,261	87.19
Bulacan.....	23,292	22,774	97.78	5,485	5,364	97.79	1,146	1,124	98.08	29,923	29,262	97.79
Cagayan.....	16,738	16,204	96.81	3,956	3,860	97.87	1,193	1,159	97.15	21,887	21,228	96.97
Camarines Norte.....	3,591	3,503	97.55	817	793	97.06	271	255	94.10	4,679	4,551	97.26
Camarines Sur.....	13,706	13,173	96.11	2,531	2,431	96.05	957	924	96.55	17,194	16,528	96.13
Capiz.....	21,678	20,848	96.17	4,942	4,727	95.65	1,106	1,039	93.94	27,726	26,614	96.99
Cavite.....	13,438	13,166	97.98	3,198	3,141	98.22	1,058	1,031	97.45	17,694	17,338	97.99
Cebu.....	47,524	45,027	94.75	10,120	9,773	96.57	3,952	3,899	98.66	61,586	58,699	95.30
Cotabato.....	4,635	4,310	92.70	814	720	88.45	131	119	90.84	5,580	5,449	97.82
Dayao.....	7,117	5,906	82.98	720	652	90.56	211	206	97.63	8,048	6,764	84.05
Ilocos Norte.....	17,546	16,838	96.25	4,857	4,702	96.81	2,341	2,258	96.45	24,744	23,848	96.38
Ilocos Sur.....	18,890	17,922	94.88	5,220	4,948	94.79	1,971	1,910	96.91	26,081	24,780	95.01
Iloilo.....	39,638	38,497	97.12	9,599	9,310	96.99	3,063	2,949	96.28	52,300	50,756	97.05
Isabela.....	10,656	10,404	97.64	2,837	2,747	96.83	1,147	1,107	96.51	14,640	14,258	97.39
Laguna.....	21,105	20,254	96.97	5,743	5,552	96.67	1,086	1,068	98.34	27,934	26,874	96.21
Lanao.....	2,975	2,563	86.15	698	538	77.40	222	204	91.89	3,895	3,405	87.42
Leyte.....	48,911	45,079	92.30	8,992	8,770	97.53	2,501	2,425	96.96	60,404	56,274	93.13

Manila.....	32,748	37,302	98.64	17,641	17,258	97.83	8,442	8,210	97.25	58,831	57,770	98.20
Marinduque.....	5,878	5,676	96.56	1,424	1,374	96.49	553	542	98.01	7,855	7,592	96.65
Masbate.....	6,632	6,464	97.47	1,158	1,114	96.20	295	275	98.01	7,855	7,592	97.13
Mindoro.....	6,533	6,283	96.17	1,291	1,246	96.51	380	366	96.32	8,204	7,896	96.23
Misamis.....	21,766	21,045	96.69	4,054	3,927	96.87	515	489	94.95	26,335	25,461	96.68
Mountain.....	10,748	9,351	87.00	2,902	2,561	88.25	650	635	97.69	14,300	12,547	87.74
Nueva Ecija.....	3,979	3,812	95.30	5,215	5,024	96.34	1,289	1,239	96.12	25,583	24,445	95.55
Nueva Vizcaya.....	3,779	3,779	95.94	1,055	994	94.22	394	365	92.64	5,388	5,138	95.36
Occidental Negros.....	33,002	31,025	96.95	7,241	6,972	96.29	1,322	1,289	97.50	40,565	39,286	96.85
Oriental Negros.....	13,793	14,695	93.05	2,992	2,842	94.99	928	898	96.77	19,713	18,435	93.52
Palawan.....	4,157	3,651	87.00	798	742	92.98	226	213	94.25	5,181	4,606	88.90
Pampanga.....	19,907	19,172	97.03	4,359	4,221	96.83	1,749	1,692	96.74	25,915	25,132	96.98
Pangasinan.....	39,692	39,172	98.69	11,987	11,769	98.18	4,454	4,397	98.72	56,133	55,338	98.58
Rizal.....	13,158	17,584	96.84	4,245	4,126	97.20	1,132	1,103	97.44	23,585	22,813	96.93
Romblon.....	5,434	5,150	94.77	1,127	1,082	96.01	392	375	95.66	6,953	6,607	95.02
Samar.....	13,658	13,068	96.84	4,440	4,247	95.65	943	920	97.56	24,041	23,235	96.65
Sorsogon.....	13,909	13,512	97.15	2,681	2,565	95.67	845	803	96.03	17,435	16,880	96.82
Sulu.....	10,631	9,352	87.97	849	757	89.16	177	167	94.35	11,657	10,276	88.15
Surigao.....	10,529	9,764	92.73	1,269	1,208	96.19	269	260	96.65	12,067	11,337	93.08
Tarlac.....	15,529	15,307	98.57	4,242	4,169	98.28	1,136	1,166	98.31	20,957	20,642	98.50
Tayabas.....	24,041	23,224	96.60	6,096	5,899	96.77	1,042	1,027	98.56	31,179	30,150	96.70
Union.....	13,833	15,510	97.04	4,884	4,740	97.05	1,819	1,781	97.91	22,686	22,031	97.11
Zambales.....	8,538	8,344	97.73	2,356	2,292	97.28	515	506	98.25	11,409	11,142	97.66
Zamboanga.....	10,543	9,133	86.63	1,520	1,376	90.53	368	354	96.20	12,431	10,363	87.39
Total.....	787,155	754,504	95.85	186,150	179,421	96.39	58,695	57,014	97.13	1,032,003	990,839	96.02
Central Luzon Agricultural School.....							708	695	98.16	708	695	98.16
Philippine Nautical School.....							45	45	100.00	45	45	100.00
Philippine Normal School.....		449	96.77	258	251	97.29	1,271	1,237	97.32	1,937	1,837	97.19
Philippine School of Arts and Trades.....							805	771	95.78	805	771	95.78
Grand total.....	787,619	754,953	95.85	186,408	179,672	96.39	61,527	59,762	97.13	1,035,554	994,387	96.02

A summary showing, for the Islands, the percentage of attendance for the last five school years.

School Year	Primary	Inter-mediate	Secondary	Total	School Year	Primary	Inter-mediate	Secondary	Total
1923-24.....	92.90	94.55	95.45	93.23	1925-26.....	95.24	96.02	96.72	95.46
1924-25.....	93.82	95.23	96.62	94.17	1926-27.....	95.86	96.39	97.13	96.02
1925-26.....	94.59	95.37	96.43	94.81	1927-28.....				

No. III.—*Primary, Intermediate, and Secondary Enrolment, and Percentage of Enrolment*

A table showing, by divisions and for the Islands, the primary, intermediate, and secondary enrolment and percentage of enrolment, as of the month of September, 1928.

Division	Primary		Intermediate		Secondary		Total enrolment
	Enrolment	Per-centage	Enrolment	Per-centage	Enrolment	Per-centage	
Abra.....	5,151	68.95	1,491	19.96	829	11.09	7,471
Agusan.....	6,348	77.33	1,353	16.48	508	6.19	8,209
Albay.....	23,148	80.39	4,193	14.56	1,455	5.05	28,796
Antique.....	10,899	76.85	2,345	17.33	788	5.82	13,532
Bataan.....	5,222	78.51	1,007	15.14	422	6.35	6,651
Batanes.....	874	70.71	222	17.96	140	11.33	1,236
Batangas.....	20,115	76.24	4,913	18.62	1,356	5.14	26,384
Bohol.....	34,569	83.55	5,214	12.60	1,595	3.85	41,378
Bukidnon.....	3,413	85.22	414	10.34	178	4.44	4,005
Bulacan.....	23,916	77.36	5,804	18.77	1,195	3.87	30,915
Cagayan.....	17,647	75.43	4,295	18.36	1,452	6.21	23,394
Camarines Norte.....	3,595	73.23	962	19.60	352	7.17	4,909
Camarines Sur.....	14,638	79.73	2,863	15.59	860	4.68	18,361
Capiz.....	21,287	77.47	5,063	18.43	1,127	4.10	27,477
Cavite.....	13,728	73.53	3,702	19.83	1,241	6.64	18,671
Cebu.....	49,711	76.01	11,009	16.83	4,684	7.16	65,404
Cotabato.....	6,181	83.88	919	12.47	269	3.65	7,369
Davao.....	7,265	87.22	806	9.68	258	3.10	8,329
Ilocos Norte.....	17,816	70.40	4,885	19.30	2,607	10.30	25,308
Ilocos Sur.....	19,707	71.29	5,667	20.50	2,269	8.21	27,643
Iloilo.....	38,855	73.08	10,573	19.89	3,740	7.03	53,168
Isabela.....	10,606	71.65	2,953	19.95	1,243	8.40	14,802
Laguna.....	21,399	74.66	6,052	21.12	1,210	4.22	28,661
Lanao.....	4,086	79.12	805	15.59	273	5.29	5,164
Leyte.....	49,506	79.88	9,715	15.68	2,753	4.44	61,974
Manila.....	33,963	56.03	18,013	29.72	8,635	14.25	60,611
Marinduque.....	5,756	74.72	1,374	17.83	574	7.45	7,704
Masbate.....	6,977	80.68	1,344	15.54	327	3.78	8,648
Mindoro.....	6,808	78.78	1,450	16.78	384	4.44	8,642
Misamis.....	23,500	81.62	4,551	15.81	739	2.57	28,790
Mountain.....	11,308	71.92	3,598	22.88	818	5.20	15,724
Nueva Ecija.....	18,906	75.83	4,781	19.18	1,245	4.99	24,932
Nueva Vizcaya.....	4,244	70.58	1,318	21.92	451	7.50	6,013
Occidental Negros.....	35,192	78.55	7,995	17.84	1,616	3.61	44,803
Oriental Negros.....	17,215	79.95	3,179	14.76	1,139	5.29	21,533
Palawan.....	4,298	76.90	999	17.87	292	5.23	5,589
Pampanga.....	20,026	75.77	4,687	17.73	1,718	6.50	26,431
Pangasinan.....	37,214	69.47	12,017	22.43	4,336	8.10	53,567
Rizal.....	19,084	75.81	4,751	18.87	1,338	5.32	25,173
Romblon.....	5,824	75.91	1,378	17.96	470	6.13	7,672
Samar.....	20,875	77.65	4,703	17.47	1,329	4.98	26,917
Sorsogon.....	14,785	81.97	2,336	13.00	905	5.03	17,976
Sulu.....	11,142	89.80	965	7.78	301	2.42	12,408
Surigao.....	11,217	85.43	1,616	12.31	297	2.26	13,130
Tarlac.....	16,063	73.90	4,312	19.84	1,360	6.26	21,735
Tayabas.....	24,636	75.34	6,653	20.35	1,409	4.31	32,698
Union.....	16,995	70.84	5,095	21.24	1,899	7.92	23,989
Zambales.....	8,458	75.71	2,150	19.24	564	5.05	11,172
Zamboanga.....	12,050	83.38	1,939	13.42	462	3.20	14,451
Total.....	815,668	75.56	198,429	18.38	65,422	6.06	1,079,519
Camarines Agricultural School.....					182	100.00	182
Central Luzon Agricultural School.....					863	100.00	863
Philippine Nautical School.....					63	100.00	63
Philippine Normal School.....	500	24.64	336	16.56	1,193	58.80	2,029
Philippine School of Arts and Trades.....					912	100.00	912
Grand total.....	816,168	75.32	198,765	18.34	68,635	6.34	1,083,568

A summary showing, for the Islands, the enrolment and percentage of enrolment by grades and by sexes, as of the month of September, 1928.

Grades	Boys	Girls	Total	Percentage of total enrolment
Primary:				
Grade I.....	171, 973	133, 232	305, 205	28. 17
Grade II.....	122, 067	94, 912	216, 979	20. 02
Grade III.....	93, 921	71, 565	165, 486	15. 27
Grade IV.....	75, 150	53, 348	128, 498	11. 86
Total	463, 111	353, 057	816, 168	75. 32
Intermediate:				
Grade V.....	53, 856	32, 735	86, 591	7. 99
Grade VI.....	39, 840	24, 039	63, 879	5. 89
Grade VII.....	30, 472	17, 823	48, 295	4. 46
Total	124, 168	74, 597	198, 765	18. 34
Total elementary	587, 279	427, 654	1, 014, 933	93. 66
Secondary:				
First year.....	16, 116	9, 638	25, 754	2. 38
Second year.....	10, 819	7, 126	17, 945	1. 66
Third year.....	8, 443	5, 717	14, 160	1. 31
Fourth year.....	6, 857	3, 919	10, 776	. 99
Total	42, 235	26, 400	68, 635	6. 34
Grand total	629, 514	454, 054	1, 083, 568	100. 00

A summary showing, for the Islands, for the past five years, the percentage of the total enrolment in primary, intermediate, and secondary grades, based on the enrolment for the month of September for each year.

Year	Primary	Intermediate	Secondary	Total
1924.....	80. 03	15. 54	4. 43	100. 00
1925.....	78. 70	16. 29	5. 01	100. 00
1926.....	77. 23	17. 18	5. 59	100. 00
1927.....	76. 27	17. 92	5. 81	100. 00
1928.....	75. 32	18. 34	6. 34	100. 00

A summary showing for the Islands for the last five years, the March annual enrolment of non-Christian pupils, together with the increase or decrease over previous years.

School year	Number of provinces reporting non-Christian enrolment	March annual enrolment of non-Christian pupils	Increase (+) Decrease (-) over previous years	Percentage of increase (+); decrease (-) over previous years
1923-24.....	27	58, 558	- 4, 254	- 6. 77
1924-25.....	28	52, 976	- 5, 582	- 9. 53
1925-26.....	28	51, 543	- 1, 433	- 2. 70
1926-27.....	29	48, 298	- 3, 245	- 6. 30
1927-28.....	26	49, 188	+ 890	+ 1. 84

No. IV.—*Enrolment and Percentage of Enrolment of Intermediate Pupils by Curricula*

A table showing, by divisions and for the Islands, the enrolment of intermediate pupils by curricula, based on the monthly enrolment for September, 1928.

Division	General						Trade		Farming		Total	
	Enrolment			Percentage			Enrolment Boys	Percent- age	Enrol- ment Boys	Percent- age	Boys	Girls
	Boys	Girls	Total	Boys	Girls	Total						
Abra.....	933	451	1,384	62.53	30.23	92.76			107	7.24	1,040	451
Agusan.....	555	590	1,145	41.02	43.61	84.63			208	15.37	763	590
Albay.....	2,289	1,533	3,822	54.59	36.54	91.15	106	2.53	265	6.32	2,660	1,533
Antique.....	596	311	2,249	56.42	39.49	95.91	96	4.09			2,419	926
Bataan.....			1,007	69.12	30.88	100.00					696	311
Batanes.....	157	65	222	71.18	28.82	100.00					157	65
Batangas.....	3,232	1,639	4,871	55.78	33.36	99.14	42	.86			3,274	1,639
Bohol.....	2,949	2,114	5,063	56.56	40.54	97.10	126	2.42	25	.48	3,100	2,114
Bukidnon.....		144	922	18.84	34.78	53.62			192	46.38	3,270	144
Bulacan.....	3,955	1,849	5,804	68.14	31.86	100.00					3,955	1,849
Cagayan.....	2,535	1,570	4,105	59.02	36.55	95.57	190	4.43			2,725	1,570
Camarines Norte.....	624	338	962	64.86	35.14	100.00					624	338
Camarines Sur.....	1,844	982	2,826	64.41	34.23	98.70	37	1.30			1,881	982
Capiz.....	2,871	1,973	4,844	56.70	38.97	95.67	53	1.05	166	3.28	3,090	1,973
Cavite.....	2,315	1,387	3,702	62.53	37.47	100.00					2,315	1,387
Cebu.....	6,819	4,125	10,944	61.94	37.47	99.41	65	.59			6,884	4,125
Cotabato.....	284	284	578	30.90	31.99	62.99			341	37.11	625	284
Davao.....	502	224	726	62.28	27.79	90.07			80	9.93	582	224
Ilocos Norte.....	2,470	50.56	4,637	50.56	44.36	94.92	66	1.35	182	3.73	2,718	2,167
Ilocos Sur.....	3,371	2,054	5,425	59.49	36.24	95.73	110	1.94	132	2.83	3,613	2,054
Iloilo.....	6,317	4,256	10,573	59.75	40.25	100.00					6,317	4,256
Isabela.....	1,102	2,147	3,732	35.39	72.71	72.71			806	27.29	1,908	1,045
Laguna.....	3,790	2,262	6,052	62.62	37.38	100.00					3,790	2,262
Lanao.....	4,400	309	709	49.69	38.39	88.08			96	11.92	4,96	309
Leyte.....	5,302	4,232	9,534	54.58	43.56	98.14	181	1.86			5,483	4,232
Manila.....	10,764	7,249	18,013	59.76	40.24	100.00					10,764	7,249
Marinduque.....	849	525	1,374	61.79	38.21	100.00					849	525
Masbate.....	873	471	1,344	61.96	38.04	100.00					873	471
Mindoro.....	886	564	1,450	61.10	38.90	100.00					886	564
Misamis.....	2,493	1,902	4,395	54.78	41.79	96.57	136	2.99	20	.44	2,649	1,902

Mountain	1,349	863	2,212	37.49	23.99	61.48	---	---	---	1,886	38.52	2,785	863	3,598
Nueva Ecija	3,166	1,615	4,781	66.22	33.78	100.00	---	---	---	---	---	3,166	1,615	4,781
Nueva Vizcaya	788	485	1,273	59.79	36.80	96.59	---	---	---	45	3.41	833	485	1,318
Occidental Negros	4,758	3,237	7,995	59.51	40.49	100.00	---	---	---	---	---	4,758	3,237	7,995
Oriental Negros	1,909	1,227	2,136	60.05	38.60	98.05	---	---	43	1.35	---	1,952	1,227	3,179
Palawan	681	290	971	68.17	29.03	97.20	---	---	---	28	2.80	709	290	999
Pampanga	3,210	1,477	4,687	31.51	31.51	100.00	---	---	---	---	---	3,210	1,477	4,687
Pangasinan	7,495	4,193	11,688	62.36	34.89	97.25	---	---	94	.79	---	7,824	4,193	12,017
Rizal	3,096	1,655	4,751	65.17	34.83	100.00	---	---	---	---	---	3,096	1,655	4,751
Romblon	924	454	1,378	67.05	32.95	100.00	---	---	---	---	---	924	454	1,378
Samar	2,611	1,989	4,600	55.52	42.29	97.81	---	---	96	2.04	.15	2,714	1,989	4,703
Sorsogon	1,453	883	2,336	62.20	37.80	100.00	---	---	---	7	---	1,453	883	2,336
Sulu	619	233	852	64.15	24.15	88.30	---	---	---	113	11.70	732	233	965
Surigao	993	623	1,616	61.45	38.55	100.00	---	---	---	---	---	993	623	1,616
Tarlac	2,869	1,443	4,312	66.61	33.39	100.00	---	---	---	---	---	2,869	1,443	4,312
Taybas	3,928	2,600	6,528	59.04	39.08	98.12	---	---	125	1.88	---	4,053	2,600	6,653
Union	3,092	2,063	5,095	59.51	40.49	100.00	---	---	42	1.95	---	3,082	2,063	5,095
Zambales	1,323	763	2,086	61.54	35.49	97.03	---	---	111	5.72	22	1,387	763	2,150
Zamboanga	970	790	1,760	50.03	40.74	90.77	---	---	---	---	68	1,149	790	1,989
Total	117,762	74,434	192,186	59.34	37.51	96.85	---	---	1,719	.87	4,524	123,995	74,434	198,429
Philippine Normal School	173	163	336	51.49	48.51	100.00	---	---	---	---	---	173	163	336
Grand total	117,925	74,597	192,522	59.33	37.53	96.86	---	---	1,719	.86	4,524	124,168	74,597	198,765

A summary showing, for the Islands, for the last five years, the percentage of enrolment of intermediate pupils by curricula, based on the monthly enrolment for September of each year.

Year	Percentages of Enrolment				Year	Percentages of Enrolment			
	General	Trade ^b	Farming	Home Economics		General	Trade ^b	Farming	Home Economics
1924	96.38	1.64	1.98	(*)	1927	96.52	1.07	2.41	(*)
1925	96.56	1.46	1.98	(*)	1928	96.86	.86	2.28	(*)
1926	96.46	1.25	2.29	(*)					

* Combined with the general curriculum.

^b The trade curriculum in the elementary schools is being discontinued, and the vocational curriculum in the secondary schools strengthened.

No. V.—Enrolment and Percentage of Enrolment of Secondary Students by Curricula

A table showing, by divisions and for the Islands, the enrolment of secondary students by curricula, based on the monthly enrolment for September, 1928.

Division	General						Normal					
	Enrolment			Percentage			Enrolment			Percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra.....	449	268	717	54.16	32.33	86.49						
Agusan.....	205	96	301	40.35	18.90	59.25	35	45	80	6.89	8.86	15.76
Albay.....	677	239	916	46.53	16.43	62.96	149	290	439	10.24	19.98	30.17
Antique.....	442	346	788	56.09	43.91	100.00						
Bataan.....	289	133	422	68.48	31.52	100.00						
Batanes.....	101	39	140	72.14	27.86	100.00						
Batangas.....	818	390	1,208	68.33	28.76	89.09						
Bohol.....	767	226	993	48.09	14.17	62.26						
Bukidnon.....							41	29	70	23.08	16.30	39.33
Bulacan.....	729	350	1,079	61.00	29.29	90.29						
Cagayan.....	617	260	877	42.49	17.91	60.40	108	308	416	7.44	21.21	28.65
Camarines Norte.....	221	131	352	62.78	37.22	100.00						
Camarines Sur.....	278	184	462	32.82	21.40	53.72	89	99	188	10.35	11.51	21.86
Capiz.....	462	370	832	40.99	32.83	73.82	32	118	150	2.84	10.47	13.31
Cavite.....	658	434	1,092	53.02	34.97	87.99						
Cebu.....	2,456	1,261	3,717	52.43	26.92	79.35	233	505	738	4.98	10.78	15.76
Cotabato.....	92	87	179	34.20	32.34	66.54						
Davao.....	167	61	228	64.73	23.64	88.37						
Ilocos Norte.....	789	817	1,606	30.27	31.34	61.61	139	505	644	5.33	19.37	24.70
Ilocos Sur.....	870	445	1,315	38.34	19.61	57.95	156	270	426	6.88	11.90	18.78
Iloilo.....	1,683	1,112	2,795	45.00	29.73	74.73	205	472	677	5.48	12.62	18.10
Isabela.....	434	375	809	34.92	30.17	65.09						
Laguna.....	784	308	1,092	64.79	25.46	90.25						
Lanao.....	120	80	200	43.96	29.30	73.26						
Leyte.....	849	554	1,403	30.84	20.12	50.96	172	264	436	6.25	9.59	15.84
Manila.....	4,468	3,619	8,087	51.74	41.91	93.65						
Marinduque.....	344	280	624	59.83	40.07	100.00						
Maribato.....	248	79	327	76.84	24.16	100.00						
Mindoro.....	232	136	368	60.42	35.42	95.84						
Misamis.....	417	242	659	56.43	32.75	89.18	4	76	80	.54	10.28	10.82

Mountain.....	195	77	272	23.34	9.41	33.25	46	63	109	5.63	7.70	13.33
Nueva Ecija.....	852	393	1,245	68.43	31.57	100.00	45	99	144	9.98	21.95	31.93
Nueva Vizcaya.....	135	56	191	29.93	12.42	42.35						
Occidental Negros.....	996	620	1,616	61.63	38.37	100.00						
Oriental Negros.....	617	151	768	54.17	13.26	67.43						
Palawan.....	206	69	275	70.55	23.63	94.18						
Pampanga.....	913	273	1,186	58.15	15.89	69.04						
Pangasinan.....	1,751	452	2,203	40.38	10.42	50.80	518	475	983	11.95	10.96	22.91
Rizal.....	860	406	1,266	64.28	30.34	94.62						
Romblon.....	243	147	390	51.70	31.28	82.98						
Samar.....	505	283	788	37.71	21.14	58.85	74	98	172	5.53	7.32	12.85
Sorsogon.....	354	378	832	50.17	41.77	91.94						
Sulu.....	150	42	192	49.84	13.95	63.79						
Surigao.....	184	113	297	61.95	38.05	100.00						
Tarlac.....	672	174	846	49.41	12.79	62.20	26	36	62	1.91	2.65	4.56
Tayabas.....	954	455	1,409	67.71	32.29	100.00						
Union.....	866	854	1,720	45.60	44.97	90.57						
Zambales.....	310	162	472	54.97	28.72	83.69						
Zamboanga.....	157	31	188	33.98	6.71	40.69	118	115	233	25.54	24.89	50.43
Total.....	31,686	18,008	49,694	48.43	27.53	75.96	2,190	3,867	6,057	3.35	5.91	9.26
Camarines Agricultural School.....												
Central Luzon Agricultural School.....												
Philippine Nautical School.....												
Philippine Normal School.....												
Philippine School of Arts and Trades.....												
Grand total.....	31,686	18,008	49,694	46.16	26.24	72.40	2,743	4,337	7,080	4.00	6.32	10.32

[illegible]

^a Five girls taking the radio course in the Philippine School of Arts and Trades are included.

A summary showing, for the last five years, the percentage of enrolment of secondary pupils by curricula, based on the enrolment for the month of September of each year.

PERCENTAGES OF ENROLMENT

Course	Year				Course	Year			
	1924	1925	1926	1927		1924	1925	1926	1927
General	73.92	72.86	73.98	74.70	Farming	3.87	4.19	4.51	4.92
Natural	13.39	12.68	11.98	11.25	Nautical	0.09	0.05	0.06	0.07
Commercial	3.20	3.68	3.70	3.50	Home Economics	5.68	4.70	5.04	5.09
Trade	2.87	2.63	3.43	4.08	Surveying	0.12			5.73

No. VI.—Enrolment, Pupils Dropped, and Percentage of Pupils Dropped

A table showing, by divisions and for the Islands, the annual enrolment, the March enrolment, the number of pupils dropped, and the percentage of pupils dropped, based on the annual enrolment for the school year 1927-28.

Division	First Grade				Second Grade				Third Grade				Fourth Grade				Fifth Grade			
	Annual Enrol-	March Enrol-	Number of Pu-	Percentage	Annual Enrol-	March Enrol-	Number of Pu-	Percentage	Annual Enrol-	March Enrol-	Number of Pu-	Percentage	Annual Enrol-	March Enrol-	Number of Pu-	Percentage	Annual Enrol-	March Enrol-	Number of Pu-	Percentage
Isabela.....	3,871	3,747	124	3.2	2,782	2,696	86	3.1	2,246	2,162	84	3.7	2,037	1,957	80	3.9	1,344	1,203	141	10.5
Manila.....	9,625	9,155	470	4.9	8,486	8,164	322	3.8	7,564	7,246	318	4.2	7,395	7,061	334	4.7	7,187	6,772	415	5.8
Pangasinan.....	13,905	13,431	474	3.4	10,666	10,206	460	4.3	8,666	8,094	572	6.6	7,919	7,292	627	7.9	5,492	4,955	507	9.2
Leyte.....	20,255	19,060	1,195	5.9	13,373	12,430	943	7.1	9,847	9,103	739	7.5	7,046	6,458	588	8.4	4,482	4,077	405	9.0
Batangas.....	7,044	6,343	701	10.0	5,497	5,095	402	7.3	4,342	3,944	398	9.2	3,340	3,002	338	10.1	2,069	1,872	197	9.5
Union.....	5,319	4,708	611	11.5	4,192	3,805	387	9.2	3,977	3,661	316	8.0	3,409	3,097	312	9.2	2,488	2,209	279	11.2
Mindoro.....	2,727	2,398	329	12.1	1,833	1,680	153	8.4	1,443	1,295	148	10.3	1,073	972	101	9.4	672	596	76	11.3
Marinduque.....	2,266	2,046	220	9.7	1,655	1,508	147	8.9	1,314	1,181	133	10.1	1,024	904	120	11.7	727	632	95	13.1
Misamis.....	7,465	6,890	575	7.7	6,932	6,321	611	8.8	4,484	4,152	332	10.7	3,657	3,166	491	13.4	2,092	1,782	310	14.8
Iloilo.....	14,213	12,883	1,330	9.4	10,979	9,918	1,061	9.7	9,205	8,216	989	10.7	7,691	6,744	947	12.3	4,706	4,084	622	13.2
Ilocos Sur.....	6,831	6,096	735	10.8	4,925	4,485	441	9.0	4,458	3,965	493	11.1	3,767	3,294	473	12.6	2,465	2,073	392	15.9
Abra.....	1,977	1,673	304	15.4	1,354	1,233	121	9.6	897	906	91	9.1	942	831	111	11.8	687	599	88	12.8
Camarines Sur.....	5,508	4,924	584	10.6	3,844	3,417	427	11.1	2,882	2,588	394	13.2	2,174	1,920	254	11.7	1,283	1,091	192	15.0
Bonol.....	14,410	12,732	1,678	11.6	9,440	8,392	1,048	11.1	6,887	6,096	851	12.4	4,997	4,374	623	12.5	2,307	1,990	317	13.7
Zambales.....	2,797	2,446	348	12.4	2,262	2,039	223	9.9	2,178	1,939	239	11.0	1,791	1,555	236	13.2	1,151	982	169	14.7
Bataan.....	1,943	1,746	197	10.1	1,260	1,110	150	11.9	1,111	984	127	11.4	760	621	139	18.3	601	524	77	12.8
Surigao.....	5,192	4,592	600	12.7	3,113	2,802	311	10.0	1,890	1,672	218	11.5	1,452	1,272	180	12.4	712	606	106	14.9
Albay.....	7,802	7,064	738	9.5	6,988	6,106	882	12.6	5,015	4,562	453	9.0	3,572	3,072	500	15.7	2,107	1,770	337	16.0
Rizal.....	6,197	5,137	1,058	14.7	4,971	4,451	520	10.5	4,118	3,562	556	13.5	3,283	2,738	545	16.6	2,259	1,960	299	13.2
Sulu.....	6,083	5,330	753	12.4	2,937	2,607	330	11.2	1,923	1,731	192	10.0	1,323	1,160	163	12.3	511	328	183	35.8
Antique.....	3,752	3,293	459	12.2	2,414	2,130	284	11.8	2,284	1,943	341	14.9	1,874	1,594	280	14.9	1,011	868	143	14.1
Cavite.....	4,864	4,244	620	12.8	3,579	3,171	408	11.4	3,216	2,782	434	14.1	2,641	2,171	470	17.8	1,580	1,328	252	15.0
Romblon.....	2,149	1,861	283	13.4	1,579	1,360	219	13.9	1,150	987	163	14.2	1,022	895	127	12.4	641	468	173	26.3
Occidental Negros.....	12,734	10,989	1,745	13.7	9,210	8,212	998	10.8	6,863	5,840	1,023	14.9	5,621	4,708	813	14.7	3,712	3,107	605	16.3
Masbate.....	2,944	2,566	378	12.8	1,837	1,620	217	11.8	1,425	1,224	201	14.1	911	775	136	14.9	641	529	112	17.5

Mountain	13.6	5,893	5,047	846,14.4	2,687	2,389	298,11.0	2,161	1,880	281,13.0	1,962	1,696	256,13.1	1,666	1,435	231,13.9
Cebu	13.7	19,575	16,965	2,580,13.2	13,172	11,519	1,583,12.6	10,304	8,776	1,528,14.8	8,135	6,789	1,346,16.6	4,495	3,841	654,14.6
Bulacan	13.8	8,755	7,520	1,285,14.1	6,595	5,755	840,12.7	5,200	4,408	792,15.2	4,277	3,688	689,16.1	2,593	2,183	410,15.8
Tarlac	13.9	6,238	5,262	976,13.7	4,217	3,719	488,11.7	3,368	2,983	486,14.4	2,772	2,360	412,14.9	2,007	1,667	330,16.4
Laguna	14.3	7,848	6,640	1,208,15.4	5,947	5,149	798,13.4	4,752	4,098	654,13.8	3,847	3,193	654,17.0	2,797	2,350	447,16.0
Cagayan	14.6	6,550	5,514	1,136,17.3	4,843	4,149	694,14.3	3,859	3,299	560,14.5	2,993	2,549	444,14.8	2,063	1,769	294,14.3
Batanes	14.9	3,333	2,714	59,17.7	237	194	43,18.1	177	146	31,17.5	129	107	22,17.1	95	88	7,7.4
Ilocos Norte	15.0	7,390	5,860	1,530,20.7	4,811	4,104	707,14.7	3,777	3,236	541,14.3	3,204	2,732	472,14.7	2,211	1,913	298,13.5
Camarines Norte	15.1	1,194	1,066	138,15.8	1,027	864	163,15.9	817	685	132,16.2	779	613	166,21.3	381	344	37,9.7
Tayabas	15.5	9,804	8,135	1,669,17.0	6,680	5,712	988,14.5	5,396	4,453	943,17.5	4,479	3,743	736,16.4	3,105	2,611	494,15.9
Pampanga	16.1	7,202	5,909	1,293,18.0	6,141	5,072	1,069,17.4	4,594	3,843	751,16.4	3,516	2,901	615,17.5	2,023	1,687	396,16.6
Samar	16.1	7,884	6,576	1,308,16.5	5,590	4,650	940,16.8	4,009	3,364	645,17.0	3,421	2,782	639,18.7	2,238	1,875	358,16.0
Capiz	16.5	8,656	7,024	1,632,18.9	5,823	4,912	911,15.6	4,979	4,253	726,14.6	4,050	3,368	632,16.8	2,508	2,066	442,17.6
Sorsogon	16.6	6,555	5,532	1,023,15.5	3,848	3,217	631,16.4	2,627	2,144	483,18.4	1,919	1,567	352,18.3	1,231	1,014	267,20.8
Agusan	16.8	2,450	1,942	508,20.7	1,829	1,514	315,17.2	1,363	1,143	220,16.1	1,301	1,114	187,14.4	721	600	121,16.8
Palawan	17.1	1,901	1,461	440,23.2	1,065	914	171,15.8	929	793	136,14.6	886	747	139,15.7	440	371	69,15.7
Bukidnon	17.4	1,202	1,037	191,13.7	905	746	159,17.8	766	633	133,17.4	574	466	106,18.8	238	192	46,19.3
Cotabato	17.6	2,739	2,152	587,21.4	1,255	1,037	218,17.4	788	647	141,17.9	603	539	64,10.6	388	341	47,12.1
Nueva Ecija	18.1	7,629	6,175	1,451,19.0	5,031	4,317	714,14.2	4,364	3,626	738,16.9	3,530	2,900	630,17.9	2,520	1,981	539,21.4
Oriental Negros	19.5	7,160	5,543	1,617,22.6	4,570	3,732	838,18.3	3,305	2,667	638,19.3	2,406	1,879	527,21.9	1,455	1,173	282,19.4
Nueva Vizcaya	19.9	1,567	1,209	358,22.9	1,181	969	212,13.0	909	728	181,19.9	803	666	137,17.1	611	495	116,19.0
Zamboanga	20.1	6,186	4,883	1,303,21.1	2,553	2,253	600,21.0	2,002	1,695	307,15.3	1,591	1,308	258,17.8	1,014	713	301,29.7
Lanao	23.5	1,539	1,190	1,389,25.3	873	647	226,25.9	591	474	117,19.8	554	435	119,21.5	366	278	88,24.0
Davao	23.1	4,409	2,917	1,492,33.8	1,974	1,553	421,21.3	1,259	1,041	248,19.2	926	851	75,8.1	383	285	96,25.6
Total	12.4	314,663	272,860	41,803,13.3	219,768	194,045	25,248,11.5	172,411	150,776	21,635,12.6	139,268	120,456	18,812,13.5	90,421	77,717	12,704,14.1
Central Luzon																
Agricultural School	2.5															
Philippine Normal School	9.4	125	108	17,13.6	117	110	7,6.0	124	114	10,8.1	120	107	13,10.8	97	82	15,15.5
Philippine Nautical School	12.2															
Philippine School of Arts and Trades	16.5															
Grand total	12.4	314,788	272,968	41,820,13.3	219,410	194,155	25,255,11.5	172,535	150,890	21,645,12.6	139,388	120,563	18,825,13.5	90,518	77,799	12,719,14.1

No. VI.—Enrolment, Pupils Dropped, and Percentage of Pupils Dropped—Continued

Division	Sixth Grade				Seventh Grade				First Year				Second Year				Third Year				Fourth Year			
	Annual Enrol-	March Enrol-	Number of Pu-	Percentage	Annual Enrol-	March Enrol-	Number of Pu-	Percentage	Annual Enrol-	March Enrol-	Number of Pu-	Percentage	Annual Enrol-	March Enrol-	Number of Pu-	Percentage	Annual Enrol-	March Enrol-	Number of Pu-	Percentage	Annual Enrol-	March Enrol-	Number of Pu-	Percentage
Isabela	942	874	68	7.2	723	674	49	6.8	437	391	46	10.5	279	270	9	3.2	237	274	13	4.5	200	196	4	2.0
Manila	6,016	5,743	332	5.5	4,780	4,533	247	5.2	3,908	3,517	391	10.0	2,358	2,182	176	7.5	1,386	1,285	101	7.3	986	947	39	4.0
Pangasinan	3,973	3,653	320	8.1	3,157	2,860	307	9.7	1,530	1,416	112	7.5	1,160	1,092	68	5.9	994	950	44	4.4	925	875	50	5.4
Leyte	2,971	2,823	148	5.0	2,053	1,923	137	6.7	1,081	1,019	62	5.8	780	718	62	8.0	495	457	38	7.7	241	231	10	4.2
Batangas	1,569	1,472	97	6.2	1,257	1,179	78	6.2	614	584	30	4.9	325	318	7	2.2	304	291	13	4.3	246	240	6	2.4
Union	1,755	1,586	169	9.6	1,079	1,011	68	6.3	761	691	70	9.2	477	456	21	4.4	361	342	19	5.3	279	269	10	3.6
Mindoro	397	367	30	7.6	325	303	22	6.8	127	119	8	6.3	112	105	7	6.3	67	62	5	7.5	76	73	3	4.0
Marinduque	459	410	49	10.7	377	334	43	11.4	229	216	13	5.7	167	157	10	6.0	110	105	5	4.6	60	58	2	3.3
Misamis	1,357	1,211	146	10.8	944	873	71	7.5	284	246	38	13.4	145	118	27	18.6	73	62	11	15.1	51	46	5	9.8
Iloilo	3,195	2,893	302	9.5	2,479	2,226	253	10.2	1,369	1,195	174	12.7	773	691	82	10.6	637	558	79	12.4	438	394	44	10.1
Ilocos Sur	1,691	1,496	195	11.5	1,402	1,248	154	11.0	673	614	59	8.8	492	460	32	6.5	449	426	23	5.1	424	406	18	4.3
Abra	472	406	66	14.0	371	337	34	9.2	231	217	14	6.0	237	227	10	4.2	154	148	6	3.9	134	130	4	3.0
Camarines Sur	902	804	98	10.9	596	512	83	14.0	294	266	28	9.5	263	250	13	4.9	239	228	11	4.6	196	186	10	5.1
Bohol	1,555	1,416	139	8.9	1,253	1,134	119	9.5	546	492	54	9.9	506	469	37	7.3	312	292	20	6.4	138	135	3	2.2
Zambales	720	635	85	11.8	683	605	78	11.4	219	210	9	4.1	142	137	5	3.5	97	92	5	5.2	71	68	3	4.2
Bataan	408	360	48	11.8	345	298	47	13.6	113	107	6	5.3	104	98	6	5.8	106	102	4	3.8	65	65	0	0.0
Surigao	387	334	53	13.7	337	297	40	12.7	137	109	28	20.4	88	76	12	13.6	43	37	6	14.0	28	23	5	17.9
Albay	1,816	1,181	135	10.3	925	815	110	11.9	552	488	64	11.6	405	373	32	7.9	303	285	18	5.9	190	184	6	3.2
Rizal	1,476	1,326	150	10.2	960	907	53	5.5	471	440	31	6.6	325	294	31	9.5	208	201	7	3.4	164	151	13	7.9
Sulu	321	244	77	24.0	240	215	25	10.4	103	92	10	9.7	45	35	10	22.2	29	23	6	20.7	17	17	0	0.0
Antique	575	486	89	15.5	489	425	64	13.1	214	200	14	6.5	166	163	3	1.8	134	124	10	7.5	98	96	2	2.0
Cavite	1,097	972	125	11.4	858	774	84	9.8	366	330	36	9.8	297	277	20	6.7	236	218	18	7.6	200	194	6	3.0
Romblon	399	346	53	13.3	288	258	30	10.4	178	154	24	13.5	115	104	11	9.6	78	73	5	6.4	44	42	2	4.6
Occidental Negros	2,487	2,190	297	11.9	1,644	1,469	175	10.6	549	471	78	14.2	361	336	25	6.9	267	258	9	3.4	205	184	21	10.2
Masbate	397	327	70	17.6	260	232	28	10.8	160	130	30	18.8	85	76	9	10.6	49	42	7	14.3	26	24	2	7.7
Mountain	1,058	882	176	16.6	706	602	104	14.7	272	224	48	17.7	187	167	20	10.7	153	125	28	18.3	100	93	7	7.0
Cebu	3,508	3,080	428	12.2	2,827	2,490	337	11.9	1,856	1,589	263	14.2	1,126	1,012	114	10.1	719	639	80	11.1	413	381	32	6.4
Bulacan	1,936	1,727	209	10.8	1,326	1,219	107	8.1	446	394	52	11.7	297	277	20	6.7	265	224	41	15.5	191	185	5	2.6
Tarlac	1,434	1,257	177	12.3	1,129	1,006	133	11.8	495	425	70	14.1	326	309	17	5.2	224	215	9	4.0	192	186	7	3.7
Laguna	1,922	1,679	243	12.6	1,440	1,314	126	8.8	474	413	61	12.9	322	296	26	8.1	210	192	18	8.6	124	121	3	2.4
Cagayan	1,195	1,053	142	11.9	1,015	918	97	9.6	515	450	65	12.6	331	309	22	6.7	262	245	17	6.5	130	122	8	6.2
Batanes	81	74	7	8.6	53	47	6	11.3	66	62	4	6.1	55	52	3	5.6	21	19	2	9.5	11	10	1	9.1

Ilocos Norte	1,673	1,462	211	12.6	1,320	1,187	133	10.1	872	822	50	5.7	659	620	39	5.9	468	449	19	4.1	413	392	21	5.1
Camarines Norte	320	292	28	8.8	235	208	27	11.5	131	116	15	11.5	72	68	4	5.6	63	61	2	3.2	45	43	2	2.4
Tayabas	2,014	1,769	245	12.2	1,415	1,282	133	9.4	382	353	29	7.6	313	302	11	3.5	245	229	16	6.5	130	126	4	3.1
Pampanga	1,487	1,325	162	10.9	1,208	1,080	128	10.3	615	529	86	14.0	465	436	29	6.2	418	395	23	5.5	329	314	15	4.6
Samar	1,522	1,317	205	13.5	1,149	974	175	15.2	449	427	22	4.9	262	249	13	5.0	183	174	9	4.9	105	97	8	7.6
Capiz	1,590	1,376	214	13.5	1,241	1,087	154	12.4	463	353	110	23.8	337	280	57	16.9	229	208	21	9.2	156	148	8	5.1
Sorsogon	1,888	1,740	148	16.7	1,444	1,318	126	16.9	364	329	35	9.6	246	221	25	10.2	184	170	14	7.6	93	89	4	4.3
Agusan	438	372	66	15.1	293	272	21	7.2	200	176	24	12.0	103	95	8	7.8	44	40	14	9.1	32	29	3	9.4
Palawan	273	244	29	10.6	183	164	19	10.4	82	75	7	8.5	70	69	1	1.4	52	50	2	3.9	29	29	---	---
Bukidnon	164	123	41	25.0	160	113	47	23.4	61	46	15	24.6	51	43	8	15.7	43	34	9	20.9	18	16	2	11.1
Cotabato	253	224	29	11.5	246	222	24	9.8	91	77	14	15.4	48	47	1	2.1	---	---	---	---	---	---	---	---
Nueva Ecija	1,846	1,504	342	18.5	1,323	1,069	254	19.2	598	405	133	32.3	327	253	74	22.6	287	226	61	21.3	241	215	26	10.8
Oriental Negros	1,033	877	156	15.1	727	645	82	11.3	388	344	44	11.3	284	256	28	9.9	206	197	9	4.4	92	90	2	2.2
Nueva Vizcaya	351	279	72	20.5	253	199	54	21.3	164	129	35	21.3	125	97	28	22.4	76	64	12	15.8	82	71	11	13.4
Zamboanga	462	380	82	17.8	354	280	74	20.9	194	167	27	13.9	95	87	8	8.4	62	57	5	8.1	33	33	---	---
Lanao	273	209	64	23.4	191	138	53	27.8	127	106	21	16.5	76	71	5	6.6	33	31	2	6.1	---	---	---	---
Davao	252	213	39	15.5	171	146	25	14.6	90	80	10	11.1	59	57	2	3.4	44	38	6	13.6	33	33	---	---
Total	62,869	56,013	6,856	10.9	47,479	42,652	4,827	10.2	24,391	21,556	2,835	11.6	16,423	15,135	1,288	7.8	11,909	11,017	892	7.5	8,522	8,090	432	5.1
Central Luzon Agricultural School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Philippine Normal School	---	---	---	---	---	---	---	---	169	164	5	3.0	188	185	3	1.6	213	206	7	3.3	153	150	3	2.0
Philippine Nautical School	44	41	3	6.8	130	120	10	7.7	85	77	8	9.4	150	138	12	8.0	465	421	44	9.5	633	576	57	9.0
Philippine School of Arts and Trades	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	33	27	6	18.2	16	16	---
Grand total	62,913	56,064	6,859	10.9	47,609	42,772	4,837	10.2	24,993	22,068	2,925	11.7	16,947	15,617	1,330	7.9	12,796	11,839	957	7.5	9,506	8,979	527	5.5

A summary based on the annual enrolment and the March monthly enrolment of each school year, showing the percentage of pupils dropped during the last five school years.

School Year	Percentage Dropped			School Year			Percentage Dropped	
	Primary	Intermediate	Total	Primary	Intermediate	Total	Primary	Secondary
1923-24	16.5	14.3	16.0	1926-27	13.5	10.5	13.1	12.4
1924-25	16.3	14.2	15.6	1927-28	12.7	8.9	10.5	12.4
1925-26	15.7	16.2	15.6					

In Table No. VI, the divisions are listed according to the percentage of pupils dropped, the division with the smallest percentage being listed first.

The median percentage of withdrawals for the Islands was 14.32.

No. VII.—Percentage of Pupils Promoted

A table showing, by grades, by divisions, and for the Islands, the percentage of pupils promoted, based on the corrected enrolment¹ for March, 1928.

Division	All Grades and Years	Percentage Promoted										Total Secondary			
		First Grade	Second Grade	Third Grade	Fourth Grade	Total Primary	Fifth Grade	Sixth Grade	Seventh Grade	Total Intermediate	First Year		Second Year	Third Year	Fourth Year
Camarines Norte	93.68	86.02	93.85	95.74	95.23	92.20	96.89	99.12	99.58	98.25	96.55	92.65	98.36	100.00	96.53
	93.43	90.35	92.64	93.49	94.50	92.35	96.51	96.45	96.59	96.51	95.40	94.44	95.62	100.00	96.02
	93.91	85.25	93.87	91.19	94.54	89.23	94.89	96.63	98.70	96.44	82.64	76.04	74.98	90.76	80.57
	93.35	82.19	93.03	89.64	94.39	87.66	97.96	96.33	98.35	96.39	96.82	84.69	90.55	98.01	88.49
	89.28	79.44	88.15	92.43	93.72	87.51	94.59	97.54	98.90	96.62	77.86	91.82	92.78	96.67	88.65
	88.97	85.11	89.51	89.58	89.92	88.25	88.40	93.20	93.77	91.10	88.71	90.57	84.50	95.54	89.42
	88.65	81.37	92.08	92.43	94.63	88.47	93.48	94.01	93.75	93.47	80.13	78.84	76.21	92.27	79.24
	88.64	87.72	91.06	92.51	91.12	90.43	90.76	87.66	89.83	89.47	74.60	80.48	83.11	92.29	79.66
	88.01	81.26	87.86	90.63	90.51	86.27	92.59	92.86	97.65	93.84	90.65	84.69	89.22	98.46	90.05
	87.65	78.73	92.15	87.69	89.89	86.50	90.19	93.33	93.06	91.87	80.95	83.05	95.65	95.59	87.77
Cagayan	86.79	80.84	86.63	87.24	89.80	85.24	92.26	94.86	96.82	94.08	81.33	87.38	81.22	93.44	84.28
	86.03	76.50	82.37	88.77	95.74	83.72	93.45	94.61	96.90	94.67	86.06	88.77	90.83	90.72	88.70
	85.81	79.90	87.90	88.33	87.67	85.03	88.46	93.04	94.11	91.12	79.71	80.43	86.32	94.02	83.31
	85.24	75.57	86.25	87.86	91.23	83.39	93.42	93.83	95.92	94.09	73.46	84.82	82.17	95.62	81.68
	85.23	75.15	87.16	89.48	89.78	83.60	89.08	91.67	94.78	91.34	87.29	88.67	78.14	80.00	83.28
Bulacan	85.21	74.93	84.03	86.68	92.48	82.78	92.39	95.25	99.35	94.99	87.06	77.98	87.50	94.62	86.12
	85.19	75.27	80.73	88.47	92.73	82.41	90.40	97.16	97.60	94.97	86.11	96.82	93.33	100.00	92.16
	84.78	71.19	86.44	84.13	90.04	81.15	92.40	96.81	96.10	94.55	87.50	89.04	92.62	92.31	89.78
	84.31	75.30	83.44	86.52	87.75	81.78	90.65	93.68	96.40	92.66	89.52	96.69	92.58	93.65	88.25
	83.24	72.79	82.76	85.10	88.56	80.94	85.47	93.36	92.63	89.77	87.46	88.26	84.51	93.55	88.25
Leyte	83.21	71.25	84.71	89.22	98.19	81.14	94.70	95.46	97.61	95.57	75.97	76.88	77.85	94.83	78.44
	82.97	72.15	80.01	83.13	90.25	79.65	93.58	95.03	96.96	94.85	79.42	90.20	75.52	96.88	83.36
	82.96	76.74	83.40	84.63	85.07	81.37	83.84	89.63	95.58	88.34	83.18	91.57	93.10	98.97	88.82
	82.27	74.86	79.76	82.10	88.72	80.00	90.08	91.09	95.33	91.64	80.52	92.08	82.19	100.00	86.22
	82.01	70.92	82.01	84.78	86.97	79.14	89.49	95.58	98.02	93.29	90.76	94.29	90.32	98.63	93.31
Masbate	81.33	72.44	83.01	87.25	89.81	80.35	87.52	93.27	98.97	90.62	60.00	60.53	83.33	83.33	65.81
	80.69	66.98	80.17	83.23	90.56	77.73	89.73	94.60	97.65	92.85	90.41	91.41	87.10	96.88	90.91
	80.68	68.37	77.93	84.73	82.70	76.94	92.07	95.44	99.26	91.48	91.58	91.58	92.50	100.00	92.35
	80.44	72.76	81.01	79.72	83.04	78.10	88.26	90.42	88.76	86.40	91.07	86.54	95.95	99.11	89.18
	79.14	65.69	82.63	83.02	89.77	76.88	92.09	93.22	94.86	93.12	79.27	87.85	86.69	91.11	84.88
Misamis	79.14	68.23	78.34	82.99	85.23	77.06	89.13	90.50	88.55	89.44	86.18	82.20	85.48	95.65	86.02
	78.96	66.80	78.48	80.46	83.82	75.44	85.88	87.63	87.17	86.85	85.24	84.52	88.36	96.68	87.72

Philippine Nautical School Central Luzon Agricultural School Philippine Normal School Philippine School of Arts and Trades	78.89	69.62	79.58	83.07	83.89	76.85	84.58	91.35	91.94	88.55	76.74	79.69	85.28	96.67	81.57
	78.64	71.53	80.80	79.41	80.41	77.03	81.09	88.42	86.57	83.55	82.95	70.10	85.92	85.99	78.99
	78.14	69.12	77.18	80.00	82.69	75.03	82.62	85.42	86.57	84.44	82.43	89.29	85.36	91.88	83.99
	77.41	70.49	80.09	78.21	80.62	76.38	77.49	82.38	89.24	81.86	67.90	71.54	78.76	88.37	74.98
	77.37	69.40	76.91	77.62	83.17	75.91	87.33	89.63	88.15	88.29	71.54	77.08	80.75	88.14	76.63
	77.34	65.78	77.68	85.98	87.70	75.57	78.79	78.38	80.85	79.09	83.87	84.38	94.74	100.00	86.99
	76.46	52.64	79.03	83.96	88.23	71.64	86.13	95.93	94.86	93.67	98.67	95.65	98.00	100.00	97.76
	75.80	71.01	74.30	79.15	79.12	75.08	77.98	78.55	74.75	77.35	73.66	78.85	80.32	81.52	78.05
	71.24	57.11	73.99	79.45	83.05	68.46	89.98	93.57	97.57	82.57	82.57	92.11	86.49	82.61	86.12
	68.78	50.54	70.13	74.27	79.27	63.87	81.79	83.18	94.12	84.92	83.02	85.92	96.77	86.66	86.06
Zamboanga Mountain Davao Bukidnon Total	68.19	63.56	74.75	78.08	58.97	68.36	62.23	60.00	68.48	63.15	81.16	79.64	77.06	85.39	80.35
	67.63	47.27	70.57	78.93	83.27	61.96	91.75	90.91	94.72	92.29	97.37	95.65	96.72	96.72	96.72
	64.74	50.13	67.49	77.54	84.12	62.34	94.33	90.69	90.70	92.25	87.10	88.57	95.65	100.00	89.88
	64.11	51.16	68.16	68.29	74.26	60.77	81.72	85.60	86.07	83.67	85.03	98.10	78.95	100.00	97.50
	61.59	42.80	65.49	66.95	69.03	55.94	74.36	81.34	83.06	78.23	88.58	70.06	92.00	91.40	84.82
	61.17	64.80	68.23	73.04	68.23	57.47	83.74	83.24	91.03	87.03	96.25	82.46	92.11	93.94	91.34
	60.52	45.74	60.31	63.01	67.76	56.12	73.96	97.86	93.16	86.41	93.48	72.09	73.53	100.00	82.73
	81.53	71.44	81.98	84.49	87.03	79.41	88.28	90.36	91.54	89.72	80.39	83.76	84.42	91.63	83.74
	97.67														
	96.82														
Grand total	85.41	90.60	91.67	93.28	96.26	92.87	92.68	85.37	65.00	78.87	67.53	83.33	81.24	88.54	84.08
	80.72														
Philippine School of Arts and Trades	80.72														
Grand total	81.55	71.45	81.98	84.50	87.04	79.42	88.29	90.35	91.47	89.70	80.30	83.89	84.58	91.65	83.87

¹ The corrected enrolment is the sum of the March monthly enrolment plus the number of pupils promoted during the year.

In the above table, divisions are listed according to the percentage of pupils (of all grades) promoted, the percentage being figured on the basis of the corrected enrolment.

The median percentage of pupils promoted for the Islands was 82.50.

A summary showing, for the Islands, for the last five school years, the percentage of primary, intermediate, and secondary promotions, based on the monthly enrolment for March of each year.

School Year	Percentage Promoted				School Year	Percentage Promoted			
	Primary	Interme- diate	Secondary	Total		Primary	Interme- diate	Secondary	Total
1923-24	71.69	77.83	76.98	72.73	1926-27 ^a	78.63	88.73	82.40	80.60
1924-25	74.40	81.29	74.41	75.49	1927-28 ^a	79.42	89.70	83.87	81.55
1925-26	79.63	90.81	82.39	81.61					

^a Based on the corrected enrolment.

No. VIII.—Size of Classes

A table showing in percentages, by divisions and for the Islands, the size of classes in primary, intermediate, and secondary departments, based on the monthly enrolment for September, 1928.

Division	Primary													Median Size of Classes	
	Percentage of Classes with Enrolment of--														
	Grade I			Grade II			Grade III			Grade IV			Total		
	50-69	30-49	5-29	50-69	30-49	5-29	50-69	30-49	5-29	50-69	30-49	5-29	50-69		30-49	5-29
Abra	20	32	48	4	18	78	6	14	80	24	76	7	23	70	
Agusan	14	19	67	13	9	78	8	10	82	5	89	10	11	79	
Albay	46	37	17	32	23	45	33	35	32	23	39	36	32	33	
Antique	38	49	13	17	26	57	9	32	59	9	74	20	33	47	
Bataan	83	17		78	22		42	53	5	5	16	57	39	4	
Batanes	50	50													
Batangas	76	23	1	44	49	7	57	17	83	25	75	9	27	64	
Bohol	39	41	20	18	19	63	7	34	9	28	17	9	39	6	
Bukidnon	13	18	69		5	95		25	59	9	74	23	27	50	
Bulacan	83	17		69	30	1	34	3	97	3	97	3	8	89	
Cagayan	83	15	2	70	26	4	54	16		67	33	76	33	1	
Camarines Norte	50	30	20	40	26	32	17	36	10	42	50	8	30	6	
Camarines Sur	94	6		87	13		33	33	50	10	38	52	34	39	
Capiz	89	11		69	31		85	15	59	41			15		
Cavite	74	21	5	50	27	23	68	30	2	62	34	4	75	24	
Cebu	85	15		59	40	1	32	44	24	37	44	19	51	32	
Cotabato	37	57	6	7	36	57	46	54	18	76	76	6	60	39	
Davao	8	45	47	3	8	89		50	50	12	12	22	46	32	
Ilocos Norte	69	30	1	59	39	2	2	4	94	6	6	88	5	19	
Ilocos Sur	87	13		77	23		69	41	34	64		58	41	1	
Iloilo	38	36	26	29	21	50	74	26	56	67	33	79	21		
Isabela	25	31	44	17	21	62	28	19	53	39	16	45	24	43	
Laguna	61	39		38	60	2	54	32	54	17	17	66	19	26	
Larao	13	45	42		18	82	43	57	29	29	70	1	46	52	
Leyte	29	48	23	35	21	44	5	5	95	6	6	94	4	75	
Manila	41	58	1	33	66	1	33	27	40	34	25	41	33	38	
Marinduque	100			100			24	75	1	13	87		29	70	
Masbate	97	3		96	5		93	7		85	15		95	6	
Mindoro	10	38	52	6	17	77	88	12		19	14	7	92	7	
Misamis	80	19	1	51	48	1	25	67	67	11	87	77	25	67	
							41	59		11	87	2	61	48	
														1	

Mountain.....	18	24	58	1	10	89	63	7	31	6	92	6	13	81	18
Nueva Ecija.....	82	18	---	60	33	7	---	31	48	6	---	66	30	4	55
Nueva Vizcaya.....	45	30	25	21	34	49	19	34	11	26	59	26	31	43	33
Occidental Negros.....	95	5	---	74	26	---	84	16	46	3	---	80	19	1	56
Oriental Negros.....	49	36	15	23	24	53	29	28	29	33	38	35	30	35	38
Palawan.....	19	69	12	17	66	17	25	75	---	---	69	13	56	31	39
Pampanga.....	42	39	19	20	35	45	33	27	40	26	38	31	35	34	39
Pangasinan.....	43	22	35	32	9	59	30	17	53	22	54	33	18	49	36
Rizal.....	78	21	1	54	40	6	52	45	3	27	6	56	40	4	52
Romblon.....	53	42	---	24	76	---	38	62	---	---	100	35	65	---	47
Samar.....	30	38	32	12	27	61	8	20	72	9	62	16	29	55	28
Sorsogon.....	55	33	12	15	14	71	46	20	34	65	25	45	22	33	41
Sulu.....	11	62	27	2	68	30	4	79	17	8	48	7	63	30	40
Surigao.....	27	40	33	20	16	64	21	19	60	17	64	23	26	51	30
Tarlac.....	30	38	32	16	24	60	20	19	61	12	25	21	28	51	29
Tayabas.....	44	34	22	30	30	40	36	34	30	14	63	84	37	29	45
Union.....	87	13	---	64	34	2	65	31	4	53	41	70	28	2	60
Zambales.....	37	33	30	32	30	38	38	31	31	42	48	30	31	27	41
Zamboanga.....	46	56	8	17	77	6	20	68	12	---	60	24	64	12	43
Total.....	19	32	49	41	27	32	40	29	31	40	24	34	30	36	42
Camarines Agricultural School.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Central Luzon Agricultural School.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Philippine Nautical School.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Philippine Normal School.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Philippine School of Arts and Trades.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Grand total.....	19	32	49	41	27	32	40	29	31	40	24	34	30	36	42

No. VIII.—Size of Classes—Continued

Division	Secondary															Median size of classes	
	Percentage of Classes with Enrolment of—																
	First Year			Second Year			Third Year			Fourth Year			Total				
50-69	30-49	5-29	50-69	30-49	5-29	50-69	30-49	5-29	50-69	30-49	5-29	50-69	30-49	5-29	50-69	30-49	5-29
Abra.....	14	86	—	—	80	20	—	80	20	—	75	25	5	81	14	43	
Agusan.....	100	100	—	100	100	—	—	67	33	—	100	—	—	92	8	36	
Albay.....	100	93	7	20	80	20	—	100	—	—	100	—	—	92	8	41	
Antique.....	100	100	—	—	100	—	—	100	—	—	100	—	—	100	—	45	
Bataan.....	100	100	—	—	100	—	—	100	—	—	100	—	—	100	—	40	
Batanes.....	100	100	—	100	—	—	—	—	—	—	—	100	—	20	80	26	
Batangas.....	100	87	13	89	89	11	—	89	11	14	72	14	3	89	8	39	
Bohol.....	100	87	13	100	67	33	—	100	—	43	43	14	8	78	14	42	
Bukidnon.....	100	100	—	100	—	—	—	50	50	—	100	—	—	22	50	22	
Bulacan.....	9	91	—	100	100	—	16	67	17	—	83	7	7	87	6	40	
Cagayan.....	100	100	—	100	—	—	—	100	—	—	100	—	—	100	—	44	
Camarines Norte.....	100	100	—	100	—	—	—	—	—	—	—	50	37	50	13	46	
Camarines Sur.....	100	100	—	100	—	—	—	100	—	25	75	—	5	95	—	45	
Capiz.....	91	87	9	86	86	13	—	75	14	—	100	—	—	89	10	39	
Cavite.....	79	21	—	62	62	38	—	75	25	—	63	17	—	75	25	40	
Cebu.....	100	100	—	100	—	—	—	100	—	—	92	8	—	99	1	42	
Cotabato.....	33	33	—	50	50	—	—	100	—	—	—	—	17	34	50	30	
Davao.....	67	33	—	33	67	—	—	100	—	—	100	—	—	62	38	37	
Ilocos Norte.....	96	4	—	11	78	11	—	92	8	22	78	—	6	88	6	43	
Ilocos Sur.....	100	—	—	43	36	21	—	50	42	—	90	10	21	70	9	43	
Iloilo.....	100	—	—	96	96	4	—	88	12	—	93	7	—	96	4	42	
Isabela.....	83	17	—	44	44	12	—	67	33	67	33	33	37	42	21	42	
Laguna.....	8	84	8	100	100	—	—	100	—	—	100	—	8	84	8	43	
Laos.....	100	67	—	67	67	33	—	50	50	—	—	—	75	75	25	32	
Leyte.....	15	77	8	41	47	12	23	69	8	22	45	33	25	63	12	44	
Manila.....	99	1	—	100	—	—	—	95	5	—	92	8	—	98	2	41	
Marinduque.....	100	100	—	100	—	—	—	100	—	—	100	—	—	100	—	32	
Masbate.....	100	100	—	100	—	—	—	100	—	—	100	—	—	78	22	38	
Mindoro.....	80	20	—	100	—	—	—	67	33	—	50	50	—	77	23	39	
Misamis.....	100	—	—	60	—	—	—	100	—	—	100	—	12	88	—	43	
Mountain.....	13	87	—	17	83	—	—	75	25	—	75	25	9	82	9	41	
Nueva Ecija.....	100	100	—	100	—	—	—	100	—	—	100	—	—	100	—	38	
Nueva Vizcaya.....	66	34	—	25	25	50	—	66	34	—	100	100	5	44	50	30	

Occidental Negros	100	14	100	72	14	100	66	34	100	83	42
Oriental Negros	92	8	100	100	100	100	100	100	100	83	40
Palawan	40	60	100	100	100	100	50	50	100	56	31
Pampanga	87	13	82	82	18	10	70	20	67	78	44
Pangasinan	90	10	100	100	100	100	96	4	83	92	20
Rizal	85	15	78	78	22	82	86	14	80	82	8
Romblon	100	33	33	33	34	77	67	33	100	77	18
										15	42
										43	45
Samar	87	13	80	80	20	83	83	17	80	83	17
Sorsogon	86	14	100	100	100	80	80	20	100	91	38
Sulu	20	80	100	100	100	100	100	100	100	44	9
Surigao	100	100	100	100	100	100	100	100	100	56	45
Tarlac	93	7	89	89	11	86	14	14	100	33	33
										12	36
										91	42
Tayabas	100	100	100	100	100	100	100	100	100	100	45
Union	88	12	100	100	100	89	11	11	86	91	37
Zambales	67	33	73	73	25	100	100	100	100	82	18
Zamboanga	100	100	75	75	25	50	50	50	100	38	38
										67	40
Total	7	92	1	85	6	11	84	5	81	5	41
										9	4
Camarines Agricultural School	52	48	100	100	100	100	100	100	100	85	39
Central Luzon Agricultural School	100	100	100	100	100	100	100	100	100	100	15
Philippine Nautical School											41
Philippine Normal School			62	62	38	1	94	5	89	62	38
Philippine School of Arts and Trades	100		100	100			100		100	88	10
										40	40
Grand total	6	93	1	80	6	10	86	4	82	5	41
										10	4

A few divisions reported the percentage of enrolment in combined classes such as Grades I-II, Grades III-IV, etc., as a single class, while other divisions considered the enrolment in each grade separately. For this reason the percentage of classes with an enrolment of 5-29 pupils in most divisions is really greater than it would have been had the enrolment in such combined classes been considered as a single group. The situation indicated for Bataan, Batangas, Bulacan, and other divisions which reported the enrolment in combined grades as a single class is really more accurate than for other divisions. For this reason the percentage figures for primary grades are not entirely comparable except in so far as groups reporting in the same manner are compared. In succeeding reports all divisions will indicate the enrolment in combined grades as one class and not as two.

No. IX.—*Classification of Teachers*

A table showing, for the Islands, the classification and number of American teachers, and the classification and number of Filipino municipal, provincial, and insular teachers on duty on September, 1928.

Classification		Ameri- can	Filipino			Total
			Insular	Provin- cial	Municipal	
PRIMARY:						
Classroom teachers	Male	2	13	50	8,047	8,112
	Female	18	25	22	8,710	8,775
	Total	20	38	72	16,757	16,887
Principals	Male		129	4	148	281
	Female		16		6	22
	Total		145	4	154	303
INTERMEDIATE:						
Classroom teachers	Male	1	58	78	3,564	3,701
	Female	14	22	29	2,173	2,238
	Total	15	80	107	5,737	5,939
Principals	Male		368	9	326	703
	Female	1	79		27	107
	Total	1	447	9	353	810
SECONDARY:						
Classroom teachers	Male	31	280	560	59	930
	Female	161	102	249	93	605
	Total	192	382	809	152	1,535
Principals	Male	28	63	5		96
	Female	17				17
	Total	45	63	5		113
SUPERVISING TEACHERS	Male	11	444	1		456
	Female		4			4
	Total	11	448	1		460
SUPERVISORS OF INDUSTRIAL INSTRUCTION	Male		43		6	49
	Female		18	1	3	22
	Total		61	1	9	71
ACADEMIC SUPERVISORS	Male		51		1	52
	Female	2	3		7	12
	Total	2	54		8	64
OTHER DIVISION SUPERVISORS	Male	3	13	4		20
	Female		15	3	5	23
	Total	3	28	7	5	43
TEACHERS ON SPECIAL DETAIL	Male	4	12			16
	Female		10			10
	Total	4	22			26
TOTAL	Male	80	1,474	711	12,151	14,416
	Female	213	294	304	11,024	11,835
	Total	293	1,768	1,015	23,175	26,251

NOTE.—Matrons of dormitories are classified as classroom teachers, and supervising teachers of hygiene and sanitation as other division supervisors.

A summary showing for the Islands the classification of classroom teachers, principals, and supervisors on duty September, 1928.

Classification	Ameri- can	Filipino			Total
		Insular	Provin- cial	Munici- pal	
Elementary teachers	35	118	179	22,494	22,826
Elementary principals	1	592	13	507	1,113
Secondary teachers	192	382	809	152	1,535
Secondary principals	45	63	5	-----	113
Supervisors ^a	20	613	9	22	664
Total	^b 293	^c 1,768	1,015	23,175	26,251

^a Includes supervising teachers, division and special supervisors, traveling model teachers, and teachers on special detail in the General Office.

^b Does not include the Director of Education, the Assistant to the Director, 39 division superintendents and 4 division superintendents on special detail in the General Office.

^c Does not include the Assistant Director of Education, 14 division superintendents, the Assistant Superintendent of City Schools, the Head Teacher for Batanes, and 1 division superintendent on special detail in the General Office.

Manila.....	34	2.70	---	---	---	1	16	21	8	101	39	32	53	305	407	32.33
Marinduque.....	26	18.06	---	---	---	---	---	---	1	---	13	11	2	79	79	54.86
Maabate.....	9	5.56	1	---	---	13	---	1	---	---	22	30	11	65	78	48.15
Mindoro.....	36	16.00	---	---	---	---	1	2	---	1	23	35	29	78	79	35.11
Misamis.....	121	19.87	1	7	3	6	---	---	4	3	139	88	38	180	189	31.03
Mountain.....	67	16.88	---	1	---	38	---	---	---	---	75	56	20	128	167	42.07
Nueva Ecija.....	103	18.83	---	---	---	11	3	4	4	5	72	61	28	210	226	41.32
Nueva Vizcaya.....	166	18.53	2	17	5	29	---	---	---	---	2	2	1	54	83	68.03
Occidental Negros.....	43	10.21	1	2	1	77	5	10	6	5	74	110	77	322	404	45.09
Oriental Negros.....	28	17.61	---	---	---	1	---	1	---	2	68	94	31	165	170	40.38
Palawan.....	7	1.19	---	---	---	1	---	---	---	---	29	22	8	68	69	43.40
Pampanga.....	32	2.92	16	7	1	559	2	---	---	2	101	94	72	283	292	49.74
Pangasinan.....	122	22.55	---	---	---	---	2	---	---	4	89	16	6	271	834	76.09
Rizal.....	26	15.38	---	---	---	1	3	---	3	6	64	38	28	179	186	34.38
Romblon.....	81	14.39	2	7	1	40	---	---	---	---	15	15	17	73	73	43.20
Samar.....	48	13.04	---	---	---	7	---	---	---	---	113	100	29	169	209	37.12
Sorsogon.....	163	53.27	---	---	---	1	---	---	1	---	50	73	52	115	122	33.15
Sulu.....	5	18.96	5	6	2	119	2	1	1	2	80	25	6	29	31	10.13
Surigao.....	55	11.04	---	---	---	---	---	---	---	4	62	53	15	66	79	29.37
Tarlac.....	112	15.11	---	---	---	8	1	10	1	3	52	24	5	192	314	63.05
Tayabas.....	48	9.80	1	---	---	33	---	1	---	1	81	112	68	311	320	43.18
Union.....	38	15.14	---	---	---	15	6	1	2	5	51	43	14	254	292	59.59
Zambales.....	42	11.17	21	17	7	24	---	8	3	---	18	29	7	128	143	56.97
Zamboanga.....	2,859	12.56	143	195	109	2,322	47	86	66	177	3,267	2,684	1,193	7,749	10,248	45.02
Total																
Camarines Agricultural School.....																
Central Luzon Agricultural School.....																
Philippine Nautical School.....																
Philippine Normal School.....																
Philippine Normal School.....																
Philippine School of Arts and Trades.....																
Grand total	2,859	12.56	143	195	109	2,322	47	86	66	181	3,267	2,684	1,193	7,750	10,253	45.04

Manila.....	270	223	36	46	27	20	2							1	1	23	578	45.91	43	3.42	
Marinduque.....	5	3	2														12	8.33			
Masbate.....	1	2						2									5	3.09			
Mindoro.....	4	1	2	1		1		1								2	9	4.00	3	1.33	
Misamis.....	4	9					2							2			19	3.12			
Mountain.....	5	5	1														11	2.77			
Nueva Ecija.....	13	18	4	1			3							1		2	44	8.04	2	.37	
Nueva Vizcaya.....	3	4			2									1			8	6.56			
Occidental Negros.....	6	15	4	3			5	3						3	1		40	4.46			
Oriental Negros.....	1	3		1	1									4	3		12	2.86			
Palawan.....														1			2	1.26			
Pampanga.....	4	16					1										21	3.58			
Pangasinan.....	63	70	2		1									1		4	135	12.32	3	.27	
Rizal.....	33	52	5	4	1	1	1							2			99	18.30	1	.18	
Romblon.....	4	9		1										2	1		17	10.06			
Samar.....	2	12	2											3	1	1	20	3.55	1	.18	
Sorsogon.....	5	11	1											1			18	4.89			
Sulu.....																	1	.83			
Surigao.....	2	4		1				1									8	2.97			
Tarlac.....	9	22															31	6.22			
Tayabas.....	16	13	3	1										2			36	4.86			
Union.....	13	18	3											2	2		38	7.76			
Zambales.....	3	5	3	1										1		1	13	5.18	1	.40	
Zamboanga.....	2	10	4	1	1												17	4.79	1	.27	
Total.....	630	773	108	91	36	25	23	17					1	45	39	11	44	1,726	7.65	70	.32
Camarines Agricultural School.....																					
Central Luzon Agricultural School.....																					
Philippine Nautical School.....																					
Philippine Normal School.....	14	1				3											15	65.22	3	13.04	
Philippine School of Arts and Trades.....																					
Grand Total.....	644	774	108	91	36	28	23	17					1	45	39	11	44	1,741	7.65	73	.32

Years of School Completed														
Division	Collegiate Level										Total College Graduates	Percentage of College Graduates		
	Philippine Normal			College of Education		College of Liberal Arts				All Other Colleges				
	First Year	Second Year	First Year or more	First Year	Second Year	Third Year	Fourth Year or more	First Year	Second Year	Third Year			Fourth Year or more	
Abra	1	2	1	6			4			1	5	15	88.24	
Agusan	2	1	1	4							1	6	45.45	
Albay				12		2					7	19	70.37	
Antique				7						1	5	12	85.71	
Bataan			1	4		1					1	6	62.50	
Batanes	1										1	3	75.00	
Batangas			5	7							7	14	60.87	
Bonhol			1	17			5			3	3	25	80.65	
Bukidnon				1							5	6	85.71	
Bulacan			6	10		1	2			1	1	13	56.52	
Cagayan	3			10		1					3	13	68.42	
Camagines Norte			1	5							4	5	83.33	
Camagines Sur	1			4		1					2	11	53.33	
Capiz	1		3	9			1		4	1	5	8	52.38	
Cavite	1	1	6	5			1		1	1	3	10	47.62	
Cebu	5		13	39		2	5				7	49	54.44	
Cotabato			1	1					1		1	2	50.00	
Davao				3							6	6	100.00	
Ilocos Norte		2									3	7	15.22	
Ilocos Sur	2	1	3	16			2		5		3	24	66.67	
Iloilo	4	1	4	83						1	14	47	68.12	
Isabela	1	2	2	11						1	6	15	57.69	
Laguna	2		3	8			3				3	11	61.11	

Manila.....								19	6	2	4	3	22	40.00
Marinduque.....								8	1	1		2	5	45.45
Masbate.....	3	18.75							1	1				
Mindoro.....	1	5.88						9	4	2	1	5	14	51.85
Misamis.....	4	11.76						1	3	2	1	8	9	26.47
Mountain.....														
Nueva Ecija.....	1	4.35		1				4	6	4		3	10	43.43
Nueva Vizcaya.....	5	11.36		1				8	1	1	2	9	17	33.64
Occidental Negros.....	1	4.76		3						1		6	9	42.86
Oriental Negros.....	4	8.70		1					1	2	1	10	12	26.09
	1	2.50						5	3	1		10	15	37.50
Palawan.....														
Pampanga.....	1	4.55						13	1	5	1	2	2	9.09
Pangasinan.....										2	6	10	23	58.97
Rizal.....	1	1.30						19	5	1		9	28	36.36
Romblon.....	2	4.55						10	1	2		2	12	27.27
	2	11.76						2	3	1		1	3	17.65
Samar.....														
Sorsogon.....	4	6.35		2	1			4	5	8	2	15	21	33.33
Sulu.....	1	3.57						2		1		3	5	17.86
Surigao.....	5	50.00						1		2		2	3	30.00
Tarlac.....	1	3.45						4	3	2		3	10	34.48
	1	3.33						2	1	2		4	14	46.67
Tayabas.....														
Union.....	2	4.08						5	2	1	1	12	17	34.69
Zambales.....	4	12.12						10	1	2	1	10	20	60.61
Zamboanga.....	1	3.45						9				3	12	41.38
	2	8.70		1				1	2	1	1	7	8	34.78
Total.....	95	5.42	2	4	4	52	13	242	128	91	45	396	690	39.34
Camarines Agricultural School.....														
Central Luzon Agricultural School.....														
Philippine Nautical School.....														
Philippine Normal School.....														
Philippine School of Arts and Trades.....														
General Office.....	2	8.70						1		1	1	2	2	8.70
Grand total.....	97	5.46	2	4	4	52	13	242	129	92	46	398	692	38.92

[illegible]

Manila.....	1	1	1	3	4	6	1	1	1	1	4	6	10.91	10	18.18
Marinduque	2	1	1	1	1	1	1	1	1	1	1	3	27.27	1	9.09
Masbate	6	3	1	1	1	1	1	1	1	1	1	10	62.50	1	6.25
Mindoro	1	1	1	1	1	1	1	1	1	1	1	1	8.73	2	7.41
Misamis	5	5	1	1	1	1	1	1	1	1	1	12	35.29	1	2.94
Mountain	1	1	1	1	1	1	1	1	1	1	1	1	4.35	1	2.27
Nueva Ecija.....	13	1	1	1	1	1	1	1	1	1	1	16	36.36	1	2.27
Nueva Vizcaya	3	1	1	1	1	1	1	1	1	1	1	5	23.81	2	9.52
Occidental Negros	12	9	1	1	1	1	1	1	1	1	1	24	52.17	2	4.85
Oriental Negros	11	5	1	1	1	1	1	1	1	1	1	19	47.50	1	2.50
Palawan.....	5	5	1	1	1	1	1	1	1	1	1	10	45.45	2	9.09
Pampanga	5	1	1	1	1	1	1	1	1	1	1	8	20.51	2	8.00
Pangasinan	31	1	3	1	1	1	1	1	1	1	1	35	45.45	5	6.49
Rizal	19	2	1	1	1	1	1	1	1	1	1	23	52.27	2	4.55
Romblon	5	1	1	1	1	1	1	1	1	1	1	5	23.41	2	11.76
Samar	5	11	1	1	1	1	1	1	1	1	1	13	28.57	3	4.76
Sorsogon	13	1	1	1	1	1	1	1	1	1	1	19	67.86	2	7.14
Sulu	1	1	1	1	1	1	1	1	1	1	1	12	41.38	1	3.45
Surigao	9	3	1	1	1	1	1	1	1	1	1	9	30.00	1	3.33
Tarlac	5	2	1	1	1	1	1	1	1	1	1	12	41.38	1	3.45
Tayabas	14	3	2	1	1	1	1	1	1	1	1	22	44.90	1	2.04
Union	2	2	1	1	1	1	1	1	1	1	1	4	12.12	1	3.03
Zambales	8	5	1	1	1	1	1	1	1	1	1	13	44.83	2	6.90
Zamboanga	3	1	1	1	1	1	1	1	1	1	1	5	21.74	1	4.35
Total	342	125	12	18	15	41	6	13	13	10	37	540	30.79	91	5.19
Camarnes Agricultural School	100.00														
Central Luzon Agricultural School															
Philippine Nautical School															
Philippine Normal School															
Philippine School of Arts and Trades															
General Office	5					3				2					
Grand Total	347	125	12	18	15	44	6	13	14	10	41	545	30.65	100	5.62

A table showing, by divisions and for the Islands, the teaching experience of all Filipino classroom teachers (excluding principals) employed on August 1, 1928.

Division	Median in Years	Elementary												
		Less than 1 Year	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	11 to 14 Years	Over 14 Years
Abra	4.77	17	30	10	13	10	9	13	14	10	4	10	18	4
Agusan	1.94	58	42	27	15	14	9	9	2	5	1	5	5	2
Albay	3.00	134	90	45	59	47	18	17	24	19	19	14	35	25
Antique	4.00	32	51	28	25	14	14	32	18	17	13	16	29	15
Bataan	5.63	22	15	16	7	6	6	9	13	9	8	3	16	5
Batanes	3.50	8	8	5	3	3	1	2	2	2	2	1	5	-----
Batangas	5.93	75	59	45	37	31	45	24	71	41	39	33	69	40
Bohol	4.65	100	87	101	52	125	75	61	41	1	5	23	85	29
Bukidnon	3.64	14	20	11	6	6	8	5	7	1	5	4	9	2
Bulacan	6.64	32	38	46	55	55	43	58	51	66	38	27	66	55
Cagayan	3.43	92	63	60	37	29	35	26	15	26	20	10	45	26
Camarines Norte	3.33	13	27	5	12	13	6	6	7	7	3	1	6	-----
Camarines Sur	6.02	44	47	29	18	35	24	21	25	14	22	11	30	26
Capiz	3.80	86	74	70	64	53	37	29	32	27	13	23	38	18
Cavite	2.71	122	56	25	19	24	19	17	19	17	12	7	25	22
Cebu	3.75	219	163	89	115	100	96	56	95	79	66	45	124	91
Cotabato	3.00	29	24	30	21	11	11	20	12	11	7	6	16	8
Davao	2.01	49	46	25	18	12	13	4	7	2	6	6	5	4
Ilocos Norte	3.47	119	82	39	42	37	31	41	19	17	12	8	27	36
Ilocos Sur	4.17	69	118	54	40	31	28	52	33	23	23	17	46	29
Iloilo	3.51	170	126	122	102	101	59	42	41	34	28	27	65	40
Isabela	3.68	33	46	51	36	25	21	14	11	10	8	25	22	14
Laguna	3.17	124	103	87	71	61	59	26	28	17	21	16	32	21
Lanao	3.13	22	30	15	14	14	11	14	11	10	6	3	17	-----
Levte	4.19	287	165	110	141	87	72	52	41	39	29	41	95	27

Manila.....	5.25	113	170	133	114	70	64	75	85	65	75	49	142	104
Marinduque.....	3.38	15	84	15	10	6	6	8	7	6	7	6	21	4
Mashate.....	2.40	47	26	20	19	12	12	6	9	6	3	3	5	4
Mindoro.....	3.77	59	25	18	16	24	15	11	13	6	5	6	17	11
Misamis.....	2.01	130	30	64	92	44	39	40	27	19	14	14	20	16
Mountain.....	3.57	83	55	36	39	34	33	19	27	26	14	5	15	11
Nueva Ecija.....	4.76	81	60	37	49	54	20	38	40	37	39	17	58	17
Nueva Vizcaya.....	2.33	43	15	13	12	10	6	5	5	2	2	1	4	3
Occidental Negros.....	2.12	114	223	115	68	67	38	49	40	37	32	29	50	34
Oriental Negros.....	3.50	78	65	51	30	46	33	27	21	13	10	15	22	10
Palawan.....	3.84	30	24	14	15	14	8	14	10	8	3	3	13	3
Pampanga.....	5.93	81	47	43	35	34	45	43	35	59	26	35	62	37
Pangasinan.....	3.13	133	210	182	118	93	86	63	46	31	16	16	35	67
Rizal.....	4.62	82	61	56	40	54	39	36	34	30	28	16	43	26
Romblon.....	3.02	35	37	15	18	12	5	7	2	4	15	9	13	7
Samar.....	3.84	135	78	56	47	38	34	20	19	24	18	24	55	15
Sorsogon.....	2.60	86	63	60	12	26	19	11	12	17	12	10	19	22
Sulu.....	4.61	37	33	32	36	26	21	12	24	22	16	16	24	7
Surigao.....	2.81	52	38	53	36	14	9	13	15	4	4	5	19	7
Tarlac.....	3.54	98	81	54	33	33	27	21	26	24	17	11	15	58
Tayabas.....	3.27	194	95	70	41	45	42	36	18	45	30	21	55	49
Union.....	3.75	73	57	60	58	46	32	29	15	23	24	10	31	27
Zambales.....	3.43	47	44	23	13	14	18	11	12	8	8	9	16	23
Zamboanga.....	3.33	60	73	41	35	31	19	21	15	12	13	14	26	11
Total.....	3.84	3,881	3,324	2,425	2,005	1,791	1,412	1,258	1,196	1,069	849	707	1,710	1,112
Camarines Agricultural School.....	4.25													
Central Luzon Agricultural School.....	5.21													
Philippine Nautical School.....	3.00													
Philippine Normal School.....	7.51		1	1	1	1	3	4	3	1	1	2	4	2
Philippine School of Arts and Trades.....	5.50													
Grand total.....	3.85	3,881	3,324	2,426	2,006	1,792	1,415	1,262	1,199	1,070	850	709	1,714	1,114

A table showing, by divisions and for the Islands, the teaching experience of all Filipino classroom teachers (excluding principals) employed on August 1, 1928.

Division	Secondary												
	Less than 1 Year	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	11 to 14 Years	Over 14 Years
Abra.....	4	5	2		1	2	1	1	1	1		1	1
Agusan.....	3	3	1	1			1	1	2			1	
Albay.....	8	2	3	1	2	2	3	1	1	1		2	
Antique.....	2	1	3	1	1	1	1	1	1			2	
Bataan.....	1	2		1	1	2							
Batanes.....		2											
Batangas.....	2	5	5	2	2	2	2	2	1		1	2	1
Bohol.....	5	7	4	1	3	2	2	1	2				
Bukidnon.....	1	1	1	3	2	2	2						4
Bulacan.....	5	2	4	2	6	1	1	1					1
Cagayan.....	9	2	2	2	1	1	1					2	
Camarines Norte.....		3							1				
Camarines Sur.....	2	2	1	2		1		1	2	1		2	
Capiz.....	3	3	5	1	1	4	1	1	1	1	1		1
Cavite.....	3	1	4	3	3	1	1	3	2				
Cebu.....	27	14	4	3	6	9	4	2	3	2	2	6	8
Cotabato.....	1				1		1	1					
Davao.....	2	2				1		1					
Ilocos Norte.....	3	4	7	9	4	3	4	3	3		3	2	1
Ilocos Sur.....	5	3	4	2	8	3			2		2	2	5
Iloilo.....		19	7	5	2	3	4		7	1		5	2
Isabela.....	5	6	4	2			2	1	2	1	2	3	1
Laguna.....	4	3	2		1	1	1	1				1	1
Lanao.....	2	1	1	1									
Leyte.....	18	11	5	3	3	5	1	4	3		3	4	3

Manila.....	16	18	24	9	12	14	4	7	7	5	4	14	4
Marinduque.....	3	3	---	3	---	---	---	2	1	---	---	---	---
Maabate.....	1	2	1	2	---	1	---	2	---	---	---	1	---
Mindoro.....	2	2	---	---	1	2	---	---	---	---	---	---	---
Misamis.....	3	2	1	3	---	2	---	---	---	---	---	---	---
Mountain.....	5	1	5	2	2	---	---	---	---	1	---	3	1
Nueva Ecija.....	2	2	6	5	2	1	---	3	---	---	---	1	1
Nueva Viscaya.....	1	1	1	2	3	3	2	---	2	---	---	---	---
Occidental Negros.....	7	2	2	3	4	1	---	1	4	---	1	---	---
Oriental Negros.....	2	2	4	4	1	---	---	---	---	1	2	4	1
Palawan.....	1	1	---	1	1	---	1	2	1	---	---	---	---
Pampanga.....	11	5	10	3	3	1	2	2	4	2	2	1	4
Pangasinan.....	10	23	7	7	10	2	6	5	6	2	1	1	6
Rizal.....	4	---	4	1	1	3	1	---	2	4	---	1	2
Romblon.....	1	1	---	3	2	---	---	---	---	---	1	1	1
Samar.....	8	2	2	2	4	4	2	---	2	2	1	---	3
Sorsogon.....	3	3	2	---	---	---	1	---	1	1	---	3	---
Sulu.....	1	1	1	---	1	---	1	1	1	2	---	---	---
Surigao.....	2	1	1	---	---	---	---	---	---	---	---	---	---
Tarlac.....	4	4	2	3	5	1	1	1	1	2	1	1	2
Tayabas.....	8	4	---	4	1	---	3	1	3	---	---	1	1
Union.....	9	5	7	3	---	1	3	1	1	---	2	---	2
Zambales.....	3	2	1	1	1	1	---	1	1	---	---	---	---
Zamboanga.....	1	1	---	---	1	---	---	---	4	---	1	---	1
Total.....	233	196	166	102	104	83	57	56	68	30	30	66	58
Camarines Agricultural School.....	1	---	2	2	1	1	---	---	---	---	---	---	---
Central Luzon Agricultural School.....	3	---	2	2	3	7	1	2	---	1	---	---	2
Philippine Nautical School.....	---	1	---	---	---	1	---	---	---	---	---	---	---
Philippine Normal School.....	---	---	2	1	3	2	1	3	---	1	---	8	1
Philippine School of Arts and Trades.....	2	3	2	2	3	2	---	3	1	3	---	3	4
Grand total.....	239	200	174	109	114	96	59	64	69	85	30	77	65

Mountain.....	88	56	41	41	36	33	19	27	26	15	5	18	12
Nueva Ecija.....	83	62	43	54	56	21	38	49	37	39	17	59	18
Nueva Vizcaya.....	44	17	14	14	13	9	7	5	4	2	1	4	8
Occidental Negros.....	121	225	117	71	71	39	49	41	41	32	30	50	34
Oriental Negros.....	80	67	55	34	47	33	27	21	13	11	17	26	11
Palawan.....	30	25	14	16	15	8	15	12	9	3	3	13	3
Pampanga.....	92	52	58	35	37	46	45	37	63	28	37	63	41
Pangasinan.....	143	238	205	125	103	88	69	51	37	18	17	36	73
Rizal.....	86	61	60	41	55	42	37	34	32	12	12	44	28
Romblon.....	36	38	15	21	14	5	7	2	4	5	10	14	8
Samar.....	143	80	58	49	42	38	22	19	26	20	25	55	18
Sorsogon.....	89	65	62	12	26	19	12	12	18	13	10	22	22
Sulu.....	38	34	33	36	27	21	13	25	23	18	16	24	7
Surigao.....	54	39	54	36	14	9	13	15	5	4	5	19	7
Tarlac.....	102	85	56	36	38	28	22	27	24	19	12	16	60
Tayabas.....	202	99	70	45	46	42	39	19	48	30	21	55	50
Union.....	87	62	67	61	46	33	32	16	24	24	12	31	29
Zambales.....	50	46	29	14	15	19	11	13	9	8	9	16	23
Zamboanga.....	61	79	41	35	32	19	21	15	16	13	15	26	12
Total.....	4,114	3,520	2,591	2,107	1,895	1,495	1,315	1,252	1,137	879	737	1,776	1,170
Camarines Agricultural School.....	1	---	2	2	1	1	---	---	---	---	---	---	---
Central Luzon Agricultural School.....	3	---	2	2	3	7	1	2	---	1	---	---	2
Philippine Nautical School.....	---	1	---	---	---	1	---	---	---	---	---	---	---
Philippine Normal School.....	---	---	3	2	4	5	5	6	1	2	2	12	3
Philippine School of Arts and Trades.....	2	3	2	2	3	2	---	3	1	3	---	3	4
Grand total.....	4,120	3,524	2,600	2,115	1,906	1,511	1,321	1,263	1,139	885	739	1,791	1,179

Summary of teaching experience of Filipino classroom teachers (excluding principals) on August 1, 1928.

Experience in Years	Elementary	Secondary	Total	Percent-age	Experience in years	Elementary	Secondary	Total	Percent-age
Less than one year.....	3,881	239	4,120	17.10	Nine years.....	850	35	885	3.63
One year.....	3,324	200	3,524	14.63	Ten years.....	709	30	739	3.06
Two years.....	2,426	174	2,600	10.79	Eleven to fourteen years.....	1,714	77	1,791	7.43
Three years.....	2,006	109	2,115	8.78	Over fourteen years.....	1,114	65	1,179	4.89
Four years.....	1,792	114	1,906	7.91	Total.....	22,762	1,331	24,093	100.00
Five years.....	1,415	96	1,511	6.27	Median in years.....	3.87	3.50	3.85	---
Six years.....	1,262	59	1,321	5.49					
Seven years.....	1,199	64	1,263	5.24					
Eight years.....	1,070	69	1,139	4.73					

No. XIV.—*Monthly Salaries of Filipino Teachers*

A table showing, by divisions and for the Islands, the lowest, average, and highest monthly salaries of Filipino municipal, provincial, and Insular teachers under different assignments, based on data for August 1, 1928.

Division	Municipal									
	Classroom Teachers					Principals				
	Elementary			Secondary		Elementary				
	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest	
Abra.....	P40.00	P43.60	P120.00	-----	-----	-----	P40.00	P47.50	P65.00	
Agusan.....	40.00	49.79	100.00	-----	P135.00	P135.00	70.00	76.66	90.00	
Albay.....	35.00	53.00	95.00	-----	-----	-----	70.00	76.00	90.00	
Antique.....	40.00	45.21	85.00	-----	-----	-----	75.00	75.00	75.00	
Bataan.....	40.00	52.56	88.00	-----	-----	-----	60.00	71.00	75.00	
Batanes.....	35.00	39.33	45.00	-----	-----	-----	45.00	52.50	60.00	
Batangas.....	40.00	55.32	105.00	-----	-----	-----	65.00	94.17	110.00	
Bohol.....	33.00	43.03	100.00	-----	-----	-----	48.00	78.18	100.00	
Bukidnon.....	40.00	51.61	90.00	-----	-----	-----	70.00	88.00	125.00	
Bulacan.....	40.00	50.13	105.00	-----	-----	-----	90.00	90.00	90.00	
Cagayan.....	32.00	44.37	110.00	-----	-----	-----	48.00	54.71	60.00	
Canarines Norte.....	45.00	55.64	90.00	-----	-----	-----	72.00	85.40	100.00	
Canarines Sur.....	40.00	51.00	70.00	66.00	66.00	66.00	54.00	65.00	80.00	
Capiz.....	40.00	48.37	100.00	-----	-----	-----	55.00	87.00	100.00	
Cavite.....	40.00	52.39	100.00	-----	-----	-----	55.00	76.00	94.00	
Cebu.....	38.00	54.02	135.00	-----	-----	-----	65.00	81.58	135.00	
Cotabato.....	40.00	56.65	82.50	-----	-----	-----	60.00	65.56	85.00	
Davao.....	42.00	58.51	110.00	-----	-----	-----	47.00	67.82	110.00	
Ilocos Norte.....	40.00	49.53	90.00	80.00	80.00	80.00	50.00	70.00	80.00	
Ilocos Sur.....	35.00	47.47	80.00	80.00	100.00	120.00	40.00	54.11	100.00	
Iloilo.....	40.00	53.83	100.00	-----	-----	-----	56.00	74.36	105.00	
Isabela.....	40.00	45.95	100.00	130.00	130.00	130.00	44.00	71.28	100.00	
Laguna.....	38.00	46.72	83.00	-----	-----	-----	48.00	58.00	80.00	
Lanao.....	40.00	53.18	110.00	105.00	105.00	105.00	110.00	110.00	110.00	
Leyte.....	33.00	45.49	80.00	-----	-----	-----	50.00	59.88	75.00	
Manila.....	60.00	85.00	140.00	70.00	106.09	130.00	110.00	155.72	250.00	
Marinduque.....	40.00	49.54	80.00	90.00	115.00	150.00	80.00	80.00	80.00	
Masbate.....	33.00	49.78	100.00	-----	-----	-----	66.00	86.68	95.00	
Mindoro.....	40.00	45.00	85.00	-----	-----	-----	48.00	61.00	70.00	
Misamis.....	33.00	46.41	100.00	-----	-----	-----	70.00	74.40	80.00	

Mountain	37.50	50.05	120.00	70.00	98.00	120.00	52.50	62.25	90.00
Nueva Ecija	40.00	53.00	88.00				65.00	77.00	86.00
Nueva Vizcaya	37.00	44.81	100.00				45.00	58.50	81.00
Occidental Negros	40.00	54.77	105.00						
Oriental Negros	40.00	48.89	80.00				65.00	70.27	78.00
Palawan	40.00	49.69	85.00						
Pampanga	40.00	55.98	90.00						
Pangasinan	42.00	57.76	105.00	100.00	111.25	130.00	69.00	77.83	85.00
Rizal	40.00	62.25	100.00				70.00	89.63	105.00
Romblon	35.00	43.94	90.00				70.00	79.44	85.00
Samar	40.00	50.56	110.00				55.00	65.00	80.00
Sorsogon	40.00	50.88	110.00				45.00	73.42	110.00
Sulu ²	25.00	50.57	125.00	55.00	93.57	130.00	80.00	96.43	105.00
Surigao	41.00	50.88	120.00				70.00	85.00	100.00
Tarlac	40.00	48.90	102.50				65.00	71.67	80.00
Tayabas	40.00	51.10	105.00				72.00	81.00	90.00
Union	40.00	43.64	85.00				65.00	85.73	110.00
Zambales	35.00	41.45	100.00				45.00	46.50	48.00
Zamboanga	35.00	48.75	95.00				65.00	81.25	100.00
Total	25.00	52.56	140.00	55.00	106.46	150.00	45.00	71.39	110.00
Camarines Agricutural School							40.00	78.94	250.00
Central Luzon Agricultural School									
Philippine Nautical School									
Philippine Normal School									
Philippine School of Arts and Trades									
Grand total	25.00	52.56	140.00	55.00	106.46	150.00	40.00	78.94	250.00

¹ One provincial supervising teacher, receiving ₱80 per month, is not included in the above table.

² One municipal assistant supervising teacher, receiving ₱75 per month, is not included in the above table.

No. XIV.—Monthly Salaries of Filipino Teachers—Continued

Division	Provincial									
	Classroom Teachers					Principals				
	Elementary			Secondary		Elementary			Secondary	
	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Lowest	Highest
Abra	P80.00	P80.00	P80.00	P80.00	P108.46	P120.00	P70.00	P70.00	P120.00	P120.00
Agusan				80.00	100.00	120.00				
Albay	55.00	65.00	90.00	60.00	109.00	130.00				
Antique	60.00	60.00	60.00	70.00	114.00	130.00				
Bataan				100.00	117.11	130.00				
Batanes				90.00	95.00	100.00				
Batangas	60.00	60.00	60.00	70.00	126.25	150.00				
Bohol	48.00	64.50	90.00	100.00	123.18	130.00				
Bukidnon	65.00	85.10	115.00		110.00	115.00			183.33	183.33
Bulacan	60.00	118.33	140.00							
Cagayan	120.00	120.00	120.00	80.00	112.50	140.00				
Camarines Norte				100.00	118.33	130.00				
Camarines Sur				80.00	108.00	130.00				
Capiz	35.00	74.31	100.00	90.00	107.69	125.00				
Cavite	60.00	60.00	60.00	80.00	122.19	135.00				
Cebu				60.00	121.53	140.00				
Cotabato	70.00	89.54	120.00	90.00	116.25	135.00	80.00	90.62	125.00	
Davao	80.00	80.00	80.00	110.00	133.34	166.67			150.00	150.00
Ilocos Norte	60.00	83.75	120.00	70.00	110.80	120.00				
Ilocos Sur	65.00	81.25	105.00	70.00	112.33	130.00				
Iloilo	50.00	72.50	110.00	80.00	121.63	140.00				
Isabela	70.00	74.28	80.00	100.00	109.21	130.00			110.00	110.00
Laguna				100.00	125.00	135.00				
Lanao	65.00	78.33	110.00	100.00	116.67	130.00	80.00	88.75	100.00	
Leyte	60.00	60.00	60.00	75.00	113.11	130.00			200.00	200.00
Manila				120.00	120.00	120.00				
Marinduque				90.00	113.67	130.00				
Masbate				80.00	105.00	120.00				
Mindoro	40.00	45.00	55.00	100.00	123.57	140.00	75.00	75.00	75.00	
Misamis	65.00	80.00	100.00							

Mountain.....	50.00	82.31	160.00	55.00	96.15	150.00						
Nueva Ecija.....				90.00	112.00	130.00						
Nueva Vizcaya.....	37.00	47.40	65.00	46.00	98.29	125.00		45.00	53.33	65.00		
Occidental Negros.....	55.00	94.17	110.00	90.00	119.29	150.00						
Oriental Negros.....	75.00	75.00	75.00	75.00	110.63	130.00						
Palawan.....	30.00	33.57	35.00	90.00	97.50	105.00		50.00	50.00			
Pampanga.....				70.00	110.41	130.00						
Pangasinan.....				70.00	121.20	140.00						
Rizal.....	50.00	55.00	60.00	80.00	122.86	150.00						
Romblon.....				90.00	114.29	130.00						
Samar.....				65.00	113.93	130.00						
Sorsogon.....				80.00	117.08	130.00						
Sulu.....	70.00	88.33	110.00	110.00	120.00	130.00						
Surigao.....	110.00	110.00	110.00	100.00	116.67	130.00						
Tarlac.....	45.00	55.00	60.00	70.00	117.05	135.00						
Tayabas.....				80.00	113.41	135.00						
Union.....				55.00	112.26	135.00						
Zambales.....				100.00	108.52	120.00						
Zamboanga.....	75.00	90.24	110.00	84.00	112.38	135.00		175.00	175.00	175.00		
Total.....	30.00	78.84	160.00	46.00	115.64	166.67		45.00	84.74	175.00	110.00	200.00
Camarines Agricultural School.....												
Central Luzon Agricultural School.....				50.00	103.75	140.00						
Philippine Nautical School.....												
Philippine Normal School.....												
Philippine School of Arts and Trades.....												
Grand total.....	30.00	78.84	160.00	46.00	115.58	166.67		45.00	84.74	175.00	110.00	200.00

¹ One provincial supervising teacher, receiving ₱80 per month, is not included in the above table.

² One municipal assistant supervising teacher, receiving ₱75 per month, is not included in the above table.

No. XIV.—Monthly Salaries of Filipino Teachers—Continued

Division	Insular											
	Classroom Teachers						Principals					
	Elementary			Secondary			Elementary			Secondary		
	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest
Abrera.....	100.00	115.00	130.00	130.00	174.16	216.66	100.00	110.56	130.00	200.00	216.67	233.33
Aguasan.....	50.00	50.00	50.00	80.00	107.50	135.00	50.00	55.00	80.00	166.00	166.00	166.00
Albay.....	80.00	99.22	120.00	90.00	133.70	166.66	90.00	98.33	100.00	120.00	166.00	250.00
Antique.....	90.00	83.33	100.00	120.00	163.42	200.00	90.00	114.87	183.33	200.00	200.00	200.00
Bataan.....	.....	.....	.....	135.00	135.00	135.00	100.00	107.86	135.00	216.66	216.66	216.66
Batanes.....	70.00	85.00	100.00	100.00	115.00	130.00	85.00	102.50	120.00	166.66	166.66	166.66
Batangas.....	80.00	80.00	80.00	120.00	138.33	150.00	100.00	106.43	135.00	110.00	213.33	316.66
Bohol.....	65.00	83.33	135.00	80.00	123.15	216.66	80.00	96.60	130.00	100.00	112.50	125.00
Bukidnon.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	250.00	250.00	250.00
Bulacan.....	.....	.....	.....	130.00	165.67	200.00	90.00	107.17	150.00	135.00	135.00	135.00
Cagayan.....	100.00	105.00	110.00	100.00	122.22	166.67	80.00	102.63	135.00	120.00	131.36	135.00
Camarines Norte.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100.00	123.33	135.00
Camarines Sur.....	90.00	116.67	135.00	110.00	135.00	183.33	100.00	100.00	100.00	135.00	135.00	150.00
Capiz.....	120.00	120.00	120.00	100.00	163.13	233.33	90.00	106.78	135.00	130.00	148.00	145.00
Cavite.....	100.00	112.50	125.00	100.00	118.00	135.00	80.00	115.00	130.00	166.66	166.66	200.00
Cebu.....	105.00	105.00	105.00	95.00	127.79	233.00	80.00	102.48	167.00	183.33	183.33	200.00
Cotabato.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	166.66	166.66	166.66
Davao.....	100.00	100.00	100.00	130.00	130.00	130.00	100.00	100.00	100.00	233.34	233.34	233.34
Ilocos Norte.....	.....	.....	.....	95.00	133.83	166.66	80.00	115.56	166.66	125.00	132.50	140.00
Ilocos Sur.....	100.00	101.25	105.00	90.00	140.92	183.33	80.00	115.69	183.33	100.00	159.44	233.33
Iloilo.....	90.00	105.00	110.00	100.00	131.00	150.00	100.00	104.62	135.00	135.00	167.50	200.00
Isabela.....	80.00	90.00	100.00	80.00	132.77	166.66	80.00	95.71	110.00	120.00	156.25	250.00
Laguna.....	.....	.....	.....	120.00	143.33	166.66	70.00	99.56	130.00	.....	.....	.....
Lanao.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Leyte.....	.....	.....	.....	80.00	119.11	166.66	80.00	99.38	130.00	120.00	176.67	233.33
Manila.....	25.00	87.07	150.00	100.00	149.17	233.33	25.00	119.21	166.67	.....	.....	.....
Marinduque.....	.....	.....	.....	133.33	133.33	133.33	100.00	100.00	100.00	266.67	266.67	266.67
Masbate.....	.....	.....	.....	166.67	166.67	116.67	100.00	100.00	100.00	200.00	200.00	200.00
Mindoro.....	.....	.....	.....	135.00	175.00	216.00	90.00	118.00	183.00	233.33	233.33	233.33
Misamis.....	100.00	100.00	100.00	90.00	122.50	140.00	80.00	97.14	100.00	233.33	233.33	233.33
Mountain.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nueva Ecija.....	125.00	145.84	166.67	140.00	140.00	140.00	80.00	92.00	105.00	90.00	121.00	135.00
										110.00	134.00	200.00

Nueva Vizcaya	130.00	130.00	130.00	80.00	96.83	135.00	110.00	110.00	110.00	95.00	107.50	135.00
Occidental Negros	150.00	171.67	200.00	95.00	102.54	120.00	100.00	141.67	183.33	110.00	133.78	216.67
Oriental Negros	---	---	135.00	---	---	---	---	---	---	100.00	120.45	140.00
Palawan	120.00	120.00	200.00	80.00	97.50	110.00	145.00	197.50	250.00	110.00	124.00	140.00
Pampanga	110.00	126.50	155.00	90.00	109.12	125.00	135.00	135.00	135.00	135.00	136.25	150.00
Pangasinan	90.00	133.89	166.67	90.00	103.93	135.00	166.67	250.00	300.00	135.00	138.49	166.67
Rizal	150.00	158.33	166.66	100.00	104.55	145.00	135.00	135.00	135.00	120.00	133.50	150.00
Romblon	80.00	137.78	183.33	85.00	106.01	135.00	150.00	191.66	233.33	110.00	124.17	135.00
Samar	100.00	100.00	183.33	80.00	106.97	166.66	130.00	190.00	250.00	100.00	134.56	200.00
Sorsogon	---	---	166.67	100.00	104.44	120.00	130.00	185.00	200.00	110.00	129.38	145.00
Sulu ¹	---	---	---	---	---	---	---	---	---	---	---	---
Surigao	115.00	132.50	150.00	90.00	97.96	110.00	216.67	216.67	216.67	100.00	129.44	150.00
Tarlac	95.00	132.33	166.67	100.00	105.67	135.00	135.00	135.00	135.00	100.00	132.00	150.00
Tayabas	130.00	138.33	150.00	80.00	102.50	120.00	250.00	250.00	250.00	120.00	129.78	160.00
Union	90.00	126.67	150.00	75.00	102.35	135.00	135.00	192.50	250.00	120.00	136.71	160.00
Zambales	120.00	134.17	166.67	80.00	105.91	145.00	120.00	148.33	200.00	120.00	136.88	155.00
Zamboanga	233.33	233.33	233.33	---	---	---	---	---	---	75.00	124.07	156.66
Total	25.00	136.37	233.33	25.00	103.68	183.33	100.00	180.67	316.66	75.00	129.97	216.67
Camarines Agricultural School	---	---	166.67	---	---	---	333.33	333.33	333.33	---	---	---
Central Luzon Agricultural School	120.00	140.56	---	---	---	---	---	---	---	---	---	---
Philippine Nautical School	---	---	166.67	---	---	---	---	---	---	---	---	---
Philippine Normal School	300.00	300.00	300.00	---	---	---	---	---	---	---	---	---
Philippine School of Arts and Trades	100.00	132.67	233.33	---	---	---	---	---	---	---	---	---
Grand total	25.00	106.50	300.00	25.00	103.68	183.33	100.00	182.94	333.33	75.00	129.97	216.67

¹ One provincial supervising teacher, receiving ₱80 per month, is not included in the above table.

² One municipal assistant supervising teacher, receiving ₱75 per month, is not included in the above table.

In this table, academic supervisors, supervisors of industrial instruction, and supervisors of hygiene and sanitation are not included.

No. XV.—*Libraries*

A table showing, by division and for the Islands, the number of schools, the number of libraries, the number of volumes, the number of books per pupil, the number of periodical subscriptions, and the number of these per hundred pupils in primary, intermediate, and secondary libraries for the year 1928.

Division	Primary					Intermediate										
	Num-ber of Schools Decem-ber	Num-ber of Libra-ries	Num-ber of Vol-umes Ac-quired during Year	Total Number Volumes	Annual Enrol-ment Decem-ber	Num-ber of Books per Pupil	Total Num-ber of subscrip-tions to Period-icals	Num-ber of Sub-scrip-tions per Hun-dred Pupils	Num-ber of Schools Decem-ber	Num-ber of Libra-ries	Num-ber of Vol-umes Ac-quired during Year	Total Number Volumes	Annual Enrol-ment Decem-ber	Num-ber of Books per Pupil	Total Num-ber of subscrip-tions to Period-icals	Num-ber of Sub-scrip-tions per Hun-dred Pupils
Abra	66	22	413	2,181	5,247	.42	2	---	13	13	893	3,781	1,525	2.47	28	1.84
Agusan	78	70	1,157	3,522	6,567	.54	73	.03	13	11	498	1,668	1,346	1.24	12	.89
Albay	175	40	1,200	9,393	24,124	.40	31	.31	27	24	2,136	13,910	4,418	3.15	245	5.54
Antique	77	49	726	2,847	10,731	.26	10	.09	13	9	1,358	5,997	2,467	2.43	66	2.68
Bataan	29	26	540	3,515	5,326	.66	16	.30	9	9	490	4,814	1,046	4.60	25	2.39
Batanes	11	3	---	148	887	.17	1	.11	6	4	109	658	266	2.47	6	2.26
Batangas	141	117	2,680	14,068	20,460	.69	354	1.73	25	24	2,881	16,234	5,186	3.13	542	10.45
Bohol	279	101	1,616	9,989	35,838	.28	144	.41	41	40	6,349	19,670	5,436	3.62	222	4.08
Bukidnon	52	34	47	791	3,947	.20	27	.69	7	3	---	306	506	.60	24	4.75
Bulacan	181	181	2,710	14,155	24,536	.58	36	.15	24	24	3,483	18,184	6,018	3.02	77	1.28
Cagayan	137	38	203	2,781	17,889	.16	81	.45	32	30	3,906	11,758	4,476	2.62	198	4.30
Camarines Norte	27	26	227	2,147	3,718	.58	8	.22	9	9	308	1,386	982	1.41	21	2.13
Camarines Sur	115	73	2,774	7,062	14,845	.47	102	.69	21	20	1,284	6,459	3,050	2.12	31	1.02
Capiz	143	141	1,157	7,888	21,750	.36	74	.34	34	34	3,625	13,704	5,227	2.62	186	3.56
Cavite	54	28	2,213	10,589	14,117	.75	---	---	22	18	3,425	11,536	3,866	2.97	34	.88
Cebu	371	77	2,985	13,991	50,893	.27	62	.12	62	62	6,733	34,094	11,383	3.00	294	2.58
Cotabato	86	13	43	4,434	6,485	.07	184	2.84	14	10	154	1,791	1,080	.77	73	7.08
Davao	116	23	471	1,193	7,807	.15	130	1.68	14	11	390	1,415	878	1.62	86	9.83
Ilocos Norte	155	41	759	4,743	18,817	.25	43	.23	26	26	2,088	15,717	5,094	3.09	129	2.53
Ilocos Sur	167	108	55	9,888	20,141	.49	52	.26	37	34	3,874	19,619	6,839	3.35	85	1.45
Iloilo	243	198	1,246	14,715	39,592	.37	366	.92	53	53	4,087	23,750	10,924	2.17	549	5.02
Isabela	94	76	88	3,997	10,676	.37	8	.07	18	17	755	5,311	1,080	1.75	83	2.74
Laguna	96	58	1,184	11,641	21,888	.53	39	.18	28	28	3,675	21,238	6,333	3.41	171	2.74

Lanao	57	14	211	571	4,518	13	1	.02	14	12	325	1,347	865	1.56	45	5.21
Leyte	302	99	2,988	13,240	49,740	.27	59	.12	48	48	5,938	25,761	9,985	2.58	245	2.45
Manila																
Marinduque	37	36	9,719	87,538	33,921	2.58	125	.37	31	30	11,602	63,263	18,397	3.44	268	1.46
Masbate	39	26	2,125	3,814	5,848	.65	45	.77	5	5	560	4,366	1,490	2.93	71	4.77
Mindoro	45	32	918	2,255	7,312	.31	33	.45	12	14	759	2,448	1,521	1.61	66	4.34
Misamis	73				7,019				17	17	436	5,090	1,534	2.33	24	1.57
	173	160	1,052	7,528	23,987	.31	481	2.00	37	29	2,753	11,258	4,730	2.88	433	9.15
Mountain																
Nueva Ecija	142	43	129	3,059	12,292	.25	363	2.95	99	25	619	2,678	3,923	.68	568	14.48
Nueva Vizcaya	149	58	887	5,063	19,586	.25	5	.03	28	27	3,191	15,222	5,014	3.04	75	1.49
Occidental Negros	35	35		3,488	4,437	.78	19	.42	13	10	153	2,369	1,391	1.70	33	2.37
Oriental Negros	159	127	598	9,086	36,083	.25	4	.01	32	31	5,328	20,343	8,314	2.47	904	10.87
	118	29	756	4,655	17,678	.26	29	.16	26	26	593	8,692	3,476	2.50	146	4.20
Palawan	64	52	442	4,063	4,473	.91	31	.69	27	26	396	3,075	1,056	2.91	32	3.03
Pampanga	124	111	1,659	14,530	20,856	.70	285	1.37	28	27	2,418	11,264	4,977	2.26	515	10.35
Pangasinan	291	117	5,159	31,721	37,582	.85	9	.02	52	47	10,363	45,263	12,503	3.62	130	1.04
Rizal	100	84	2,659	8,232	20,204	.41	41	.20	29	31	3,479	9,405	5,232	1.80	193	1.97
Romblon	54	38	239	2,164	5,938	.36	36	.61	10	7	558	2,636	1,425	1.85	22	1.54
Samar	209	190	1,250	17,330	21,846	.79	145	.66	39	39	2,459	13,405	5,065	2.65	297	5.86
Sorsogon	104	9	79	1,603	15,062	.11	6	.04	16	16	1,062	6,319	2,456	2.57	53	2.16
Sulu	109	1	42	1,149	11,849	.01			13	7	94	433	1,119	.44		
Surigao	105	53	950	4,033	11,608	.34	2	.02	10	10	1,097	3,747	1,588	2.35	40	2.52
Tarlac	133	128	1,296	8,348	16,717	.50	111	.66	22	20	3,614	15,889	4,509	3.52	84	1.86
Tayabas	134	46	990	13,117	25,615	.51	80	.12	30	25	3,371	20,180	6,917	2.92	74	1.07
Union	86	49	158	3,131	17,365	.26	18	.10	30	30	2,325	20,518	5,262	3.30	157	2.98
Zambales	51	20	262	3,890	8,580	.46	138	1.61	18	17	1,047	7,063	2,253	3.13	204	9.05
Zamboanga	143	23	509	853	13,135	.06	65	.49	33	16	1,108	2,000	2,079	.96	54	2.60
Total	5,939	3,123	59,521	408,173	839,102	.49	3,893	.46	1,267	1,108	119,449	576,294	207,439	2.78	7,825	3.77
Camarines																
School																
Central Luzon																
Agricultural																
School																
Philippine Nautical School																
Philippine Normal School																
Philippine School of Arts																
and Trades																
Grand total	5,940	3,123	59,521	408,173	839,609	.49	3,893	.46	1,268	1,109	119,819	578,831	207,841	2.78	7,841	3.77

No. XV.—Libraries—Continued

Division	Secondary										Total					
	Num-ber of Schools Decem-ber	Num-ber of Libra-ries	Num-ber of Vol-umes Ac-quired during Year	Total Num-ber of Volumes	Annual Enrol-ment Decem-ber	Num-ber of Books Pupil	Total Num-ber of Sub-scrip-tions to Period-icals	Num-ber of Sub-scrip-tions per Hun-dred Pupils	Num-ber of Schools Decem-ber	Num-ber of Libra-ries	Num-ber of Vol-umes Ac-quired during Year	Total Number of Volumes	Annual Enrol-ment Decem-ber	Num-ber of Books per Pupil	Total Num-ber of sub-scrip-tions to Period-icals	Num-ber of Sub-scrip-tions per Hun-dred Pupils
Abra	2	2	983	4,971	841	5.91	65	7.73	81	37	2,239	10,983	7,613	1.44	93	1.22
Agusan	2	2	371	1,594	513	3.11	27	5.26	93	83	2,026	6,784	8,426	.81	41	.49
Albay	5	3	796	8,283	1,519	5.40	88	5.81	207	67	4,132	31,586	30,061	1.05	406	1.35
Antique	1	1	366	3,586	827	4.34	25	3.02	91	63	2,450	12,430	14,075	.88	101	.72
Bataan	1	1	213	2,532	428	5.91	34	7.94	39	36	1,243	10,861	6,800	1.60	75	1.10
Batanes	1	1	99	550	146	3.70	28	19.11	18	8	208	1,356	1,299	1.04	35	2.69
Batangas	2	2	1,107	8,949	1,380	6.48	276	20.00	168	143	6,668	39,241	27,026	1.45	1,172	4.33
Bohol	3	3	478	7,444	1,637	4.55	50	3.05	323	144	8,443	37,103	42,411	.87	416	.98
Bukidnon	2	2	161	864	203	4.26	5	2.45	61	39	208	1,961	4,656	.42	56	1.20
Bulacan	2	2	574	6,936	1,222	5.58	115	9.41	207	207	6,767	39,275	31,776	1.24	228	.72
Cagayan	4	3	1,728	7,800	1,518	5.14	21	1.38	173	71	5,837	22,339	23,883	.93	295	1.23
Camarines Norte	1	1	193	1,322	358	3.69	35	9.78	37	36	728	4,855	5,058	.96	64	1.27
Camarines Sur	3	3	1,345	4,492	880	5.10	76	8.64	139	96	5,403	18,013	18,775	.96	209	1.11
Capiz	3	4	1,819	6,183	1,164	5.32	44	3.78	180	179	6,601	27,775	28,141	.99	304	1.08
Cavite	4	2	1,356	7,671	1,269	6.06	44	3.48	80	48	6,994	29,796	19,252	1.55	78	.41
Cebu	3	4	4,129	17,044	4,539	3.51	415	8.54	436	143	13,847	65,129	67,135	.97	771	1.15
Cotabato	3	3	413	814	232	2.79	38	13.01	103	26	610	2,039	7,807	.26	295	3.78
Davao	2	2	—	1,713	264	6.49	41	15.91	132	36	861	4,321	8,949	.49	257	2.79
Ilocos Norte	4	5	1,914	14,584	2,726	5.35	246	9.02	185	72	4,761	35,044	26,637	1.32	418	1.57
Ilocos Sur	5	5	1,906	12,435	2,355	5.28	196	8.82	209	147	5,835	41,942	28,355	1.48	333	1.18
Iloilo	3	3	3,394	18,509	3,835	4.88	109	2.87	299	254	8,727	56,974	54,351	1.05	1,024	1.88
Isabela	5	4	1,843	2,809	1,307	2.15	54	4.13	117	97	2,686	12,117	15,025	.81	145	.96
Laguna	1	1	1,262	6,931	1,235	5.61	84	6.79	125	87	6,121	39,810	29,456	1.36	294	1.00
Lanao	2	1	69	1,008	287	3.51	20	6.97	73	27	605	2,926	5,670	.62	66	1.16
Leyte	4	4	2,648	10,074	2,812	3.58	107	3.81	354	151	11,524	49,075	62,537	.78	411	.66
Manila	7	7	5,753	39,695	9,062	4.34	430	4.75	75	73	27,074	190,496	61,380	3.10	823	1.34
Marinduque	1	1	451	2,225	595	3.74	16	2.69	45	32	3,136	10,405	7,933	1.31	132	1.66
Maabate	1	1	320	1,557	340	4.58	28	8.24	58	47	1,997	6,260	9,173	.68	127	1.38
Mindoro	2	2	146	2,166	392	5.55	2	.51	92	19	582	7,256	8,945	.82	26	.29
Misamis	1	1	1,015	5,046	752	6.71	29	3.86	211	190	4,820	23,832	29,469	.81	943	3.20

Mountain.....	3	2	528	3,774	895	4.22	93	10.39	244	70	1,276	9,511	17,110	.56	1,024	5.98
Nueva Ecija.....	1	1	791	7,621	1,288	5.91	123	9.55	178	86	4,869	27,966	25,898	1.08	1,203	.78
Nueva Vizcaya.....	2	2	417	3,405	475	7.06	45	9.34	50	47	570	9,262	6,370	1.46	97	1.52
Occidental Negros.....	1	1	536	5,453	1,672	3.26	90	5.37	192	159	8,062	35,076	46,082	.76	998	2.17
Oriental Negros.....	3	2	2,040	6,365	1,171	5.44	73	6.23	147	56	3,489	19,712	22,325	.88	248	1.11
Palawan.....	2	3	189	1,243	298	4.17	16	5.37	93	79	1,027	5,827	5,827	1.43	79	1.36
Pangasinan.....	3	3	1,426	9,445	1,792	5.27	76	4.24	155	141	5,503	35,239	27,625	1.28	876	3.17
Pangasinan.....	4	4	5,302	25,747	4,430	5.84	406	9.21	347	168	20,824	102,731	54,465	1.91	545	1.01
Rizal.....	1	1	1,183	7,134	1,351	5.28	54	4.00	130	116	7,321	24,771	26,787	.92	198	1.74
Romblon.....	2	2	310	2,914	488	5.96	26	5.32	66	47	1,107	7,714	7,851	.98	84	1.07
Samar.....	3	3	1,217	5,338	1,366	3.91	51	3.73	251	232	4,926	36,073	28,277	1.28	493	1.74
Sorsogon.....	2	2	518	4,597	832	4.93	24	2.53	122	27	1,659	12,519	18,450	.68	183	.45
Sulu.....	4	1	104	4,793	523	2.46	46	14.24	126	9	240	1,435	13,291	.11	46	.85
Surigao.....	1	1	466	2,708	320	8.46	26	8.13	116	64	3,103	10,488	13,516	.77	68	.80
Tarlac.....	2	2	1,213	7,639	1,378	5.54	88	6.39	157	150	6,123	31,876	22,604	1.20	283	1.06
Tayabas.....	1	1	1,561	7,054	1,416	4.98	71	5.01	165	73	5,922	40,351	33,948	1.19	175	.52
Union.....	2	2	1,243	9,126	1,935	4.72	53	2.74	128	81	3,726	35,825	24,552	1.46	228	.93
Zambales.....	3	3	476	3,384	580	5.83	27	4.66	72	41	1,785	14,337	11,413	1.26	369	3.24
Zamboanga.....	2	2	352	5,359	473	11.33	25	5.29	178	41	1,969	8,212	15,687	.52	144	.92
Total.....	122	113	57,664	328,886	67,611	4.86	4,161	6.15	7,328	4,344	236,634	1,313,353	1,114,152	1.18	15,879	1.43
Camarines Agricultural School.....	1	1	195	845	185	4.57	10	5.41	1	1	195	845	185	4.57	10	5.41
Central Luzon Agricultural School.....	1	1	455	4,638	888	5.22	92	10.36	1	1	455	4,638	188	5.22	92	10.36
Philippine Nautical School.....	1	1	91	262	61	4.30	6	9.84	1	1	91	262	61	4.30	6	9.84
Philippine Normal School.....	1	1	1,479	14,780	1,244	11.87	48	3.86	3	2	1,849	17,317	2,153	8.04	64	2.97
Philippine School of Arts and Trades.....	1	1	455	3,623	1,015	3.57	50	4.93	1	1	455	3,623	1,015	3.57	50	4.93
Grand total.....	127	118	60,339	353,034	71,004	4.97	4,867	6.15	7,335	4,350	239,679	1,340,038	1,118,454	1.20	16,101	1.44

No. XVI.—Schools of Agriculture

A table showing, by divisions and for the Islands, the number of teachers, the total annual enrolment, the area of land owned and cultivated, the number of animals and the value of the products for all agricultural schools, farm schools, and settlement farm schools, for the school year 1927-28.

Division and Schools	Number of Schools	Number of Teachers		Total Annual Enrolment	Total Provincial and Municipal Funds Expended	Area of site in Hectares		Number of Animals				
		Americans	Filipinos			Cultivated	Total	Cara-baos	Horses	Work Cattle	Other Cattle	Hogs
Abra:												
Lagangilang Agricultural School.....	1	—	9	201	P160.00	85	115	41	—	5	9	11
Agusan:												
Bunawan Agricultural School.....	1	—	12	297	—	35	42	19	—	—	—	36
Settlement Farm Schools.....	53	—	95	3,372	—	234	821	22	—	—	—	115
Albay:												
Guinobatan Farm School.....	1	—	9	278	—	13	13	6	—	—	—	10
Cantanduanes Farm School (Virac).....	1	—	7	243	3,961.89	10	11	7	—	—	—	10
Bohol:												
Bilar Farm School.....	1	—	7	99	9,444.61	14	22	16	—	—	—	42
Bukidnon:												
Bukidnon Agricultural School.....	1	—	11	185	—	85	724	67	6	8	112	45
Settlement Farm Schools.....	47	—	76	3,117	—	194	565	11	—	7	16	7
Camarines Sur:												
Capiz: Camarines Agricultural School (Pili).....	1	—	8	149	35,815.64	187	511	77	—	—	77	27
Capiz Farm School (Banga):												
Capiz: Capiz Farm School.....	1	—	6	182	—	26	36	8	—	—	—	4
Cavite:												
Indang Farm School.....	1	—	8	156	—	13	13	2	—	2	2	3
Cotabato:												
Pitag Agricultural School (Kudurungan).....	1	1	6	140	1,489.60	32	34	7	—	7	—	91
Settlement Farm Schools.....	12	—	65	1,513	3,151.78	78	1,225	22	—	12	—	3
Davao:												
Mapising Agricultural School.....	1	—	4	55	2,424.95	18	92	15	—	11	—	10
Settlement Farm Schools.....	18	—	32	975	—	76	528	12	—	9	—	1
Iloilo:												
Isabela Norte: Batad Farm School.....	1	—	8	216	5,801.44	15	18	10	—	1	2	12
Iloilo Sur:												
Santa Maria Farm School.....	1	—	9	203	2,000.00	30	30	4	—	8	—	18
Settlement Farm Schools.....	1	—	3	43	—	5	5	6	1	—	—	1
Isabela:												
Iligan Farm School.....	2	—	6	254	—	21	33	5	—	—	—	8
Cabagan Farm School (Municipal).....	1	—	14	318	14,830.00	10	21	10	—	1	3	73
Pchague Farm School (Municipal).....	1	—	6	196	—	14	100	5	—	—	—	169
Jones Farm School (Municipal).....	1	—	9	162	—	20	120	5	—	—	—	550

Lanao:	1	2	4	119	33,120.00	40	122	1	1	19	10	55
Lumbatan Agricultural School	6		14	400		29	32					55
Settlement Farm Schools												
Leyte:	1	1	8	207	27,571.00	120	345	39			37	723
Baybay Agricultural School												
Misamis:	9		12	478		47	123				5	285
Settlement Farm Schools												
Mountain:												
Trinidad Agricultural School	72	4	18	439	40,709.86	90	1,480	14	20	7	78	2
Settlement Farm Schools			202	7,543		285	431	28	8	9	84	51
Nueva Ecija:												385
Central Luzon Agricultural School	1	4	21	723		360	657	161	3	1	35	2,500
Settlement Farm Schools	1		4	74	3,527.13	3	67	2				
Nueva Vizcaya:												
Nueva Vizcaya Farm School	1		10	210		30	99	26		1	1	41
Settlement Farm Schools	6		13	260	27,041.19	24	24	22			9	147
Occidental Negros:												
Settlement Farm Schools	1		2	48		3	3	5				
Palawan:												
Aborian Agricultural School	1		8	171	5,726.59	44	139	13		4	37	31
Settlement Farm Schools	1		3	104	2,750.00	1	100			2		15
Pampanga:												
Pampanga Agricultural School	1		9	186		202	1,409	39	1		46	44
Pangasinan:												1,277
San Carlos Farm School	1		15	507		21	21	9	2		16	39
Rizal:												
Settlement Farm Schools	2		2	73	1,939.77	4	4	3				28
Romblon:												
Odiangan Farm School	1		4	75	3,323.00	42	42	26	2		14	115
Samar:												500
Catarman Agricultural School	1	1	8	175	4,500.00	105	394	48	2		39	84
Settlement Farm Schools	6		9	345	2,353.55	25	41	4				520
Sulu:												144
Lapak Agricultural School	1		6	165	18,072.54	37	231	16		16	127	190
Surigao:												
Settlement Farm Schools	11		12	538		46	190	21			5	1,061
Tarlac:												
Settlement Farm Schools	3		3	64		5	5	7			22	85
Zambales:												
Iba Farm School	1		6	68		5	11	18				429
Settlement Farm Schools	1		3	74		6	594	5	2	4	52	104
Zamboanga:												
Settlement Farm Schools	27		50	1,743		130	566	54	4			457
Summary:												
Total Agricultural Schools	14	13	132	3,212	169,590.18	1,440	6,355	556	33	78	570	7,687
Total Farm Schools	16		123	3,157	39,360.94	284	580	157	4	13	21	272
Total Settlement Farm Schools	277		600	20,764	40,763.42	1,195	5,354	225	11	54	166	3,708
Grand total	307	13	855	27,133	249,714.54	2,919	12,329	938	48	145	757	15,654

No. XVI.—School of Agriculture—Continued

Division and schools	Value of School Products					Total	Value of Products from Home Projects	Total Value of Products of School and Home Projects
	Animals	Vegetables	Field Crops	Fruits	Other Products			
Abra:								
Lagangilang Agricultural School.....	P764.32	P281.46	P6,601.49	P535.32	P684.04	P8,866.63	P1,972.08	P10,838.71
Agusan:								
Bunawan Agricultural School.....	896.36	603.54	3,330.87	410.91		5,241.68		5,241.68
Settlement Farm Schools.....	3,589.48	1,450.67	18,602.56	3,084.69		26,707.40		26,707.40
Albay:								
Guinobatan Farm School.....	1,300.00	1,500.00	1,800.00	200.00	400.00	5,200.00		5,200.00
Catanduanes Farm School (Virac).....	650.00	300.00	485.00	150.00	50.00	1,635.00	2,412.98	4,047.98
Bohol:								
Bilar Farm School.....	132.00	637.10	1,323.00	7.40	13.00	2,112.50	373.03	2,485.53
Bukidnon:								
Bukidnon Agricultural School.....	1,622.96	1,298.45	5,945.98	34.95	796.50	9,698.84		9,698.84
Settlement Farm Schools.....	180.00	1,173.33	7,179.46	1,375.41		9,908.70	113.00	10,021.70
Camarines Sur:								
Camarines Agricultural School (Pili).....	4,311.10	1,199.60	2,509.24	422.11	2,247.46	10,689.51	2,641.55	13,331.06
Capiz:								
Capiz Farm School (Banga).....	196.00	264.00	946.00	82.00	620.00	2,108.00		2,108.00
Cavite:								
Indang Farm School.....	923.00	420.00	1,149.72	130.00	485.70	3,114.42	3,194.07	6,308.49
Cotabato:								
Piang Agricultural School (Kudurungan).....	7.80	84.61	1,273.10	457.08		1,822.59		1,822.59
Settlement Farm Schools.....	187.30	1,338.06	4,632.74	720.59	921.40	7,800.09		7,800.09
Davao:								
Mampising Agricultural School.....	900.00	464.21	1,214.63	86.94		2,665.78		2,665.78
Settlement Farm Schools.....	74.10	895.79	4,243.45	1,347.51	256.00	6,816.85	81.45	6,898.30
Ilocos Norte:								
Batac Farm School.....	65.00	163.52	435.00		18.18	681.70		681.70
Ilocos Sur:								
Santa Maria Farm School.....	130.00	770.00	1,460.00	15.00	5.00	2,380.00		2,380.00
Settlement Farm Schools.....	9.00	228.00	8.00			250.00	30.00	280.00
Isabela:								
Iligan Farm School.....	350.42	1,788.96	952.15	25.25	352.20	3,468.98	7,800.00	11,268.98
Cabagan Farm School (Municipal).....	914.00	785.00	550.00	350.00	524.34	3,123.34	7,500.50	10,623.84
Echague Farm School (Municipal).....	75.78	2,161.49	88.90	8.91		2,335.08	149.30	2,484.38
Jones Farm School (Municipal).....	596.40	2,346.42	192.00	57.34		3,192.16	508.70	3,700.86
Lanao:								
Lumbatan Agricultural School.....		600.00	1,800.00			2,400.00		2,400.00
Settlement Farm Schools.....		206.00	1,384.00	107.00		1,697.00		1,697.00
Leyte:								
Baybay Agricultural School.....	806.00	480.00	7,400.00		3,363.00	12,049.00	760.00	12,809.00

Misamis:	328.60	2,916.24	473.00	245.70	4,145.54	1,220.00	5,365.54
Settlement Farm Schools							
Mountain:							
Trinidad Agricultural School	515.00	4,464.59		4,312.68		750.00	25,270.92
Settlement Farm Schools	4,188.34	13,038.96	1,300.14	1,350.79		1,146.20	25,322.38
Nueva Ecija:							
Central Luzon Agricultural School	1,560.00	75,751.00	105.00		79,587.00	4,000.00	83,587.00
Settlement Farm Schools		174.00	19.00		265.00		285.00
Nueva Vizcaya:							
Nueva Vizcaya Farm School	120.70	456.01	102.60	3.48	963.17		963.17
Settlement Farm Schools	1,332.97	864.71	499.25	563.27	4,214.00		4,214.00
Occidental Negros:							
Settlement Farm Schools		403.00	97.00	200.00	700.00		700.00
Palawan:							
Aborlan Agricultural School	3,024.00	109.27	602.52		5,338.77	636.81	5,975.58
Settlement Farm Schools	300.00	30.08		1,447.80	349.08	137.39	456.47
Pampanga:							
Pampanga Agricultural School	244.25	54.00	11.10		812.05	10,064.05	10,876.10
Pangasinan:							
San Carlos Farm School	92.30	974.35	25.37	5,415.56	7,603.76	3,665.05	11,268.81
Rizal:							
Settlement Farm Schools	16.00	20.00	34.00		273.00	18.00	291.00
Romblon:							
Odiogan Farm School	714.00	625.00	430.00	2,340.00	6,124.00	2,680.00	8,804.00
Samar:							
Catarman Agricultural School	6,918.70	165.00	30.00	7,538.00	20,076.70	505.00	20,581.70
Settlement Farm Schools	89.00	174.30	65.00		1,057.41	169.00	1,226.41
Sulu:							
Lapak Agricultural School	14,008.00	27.16	1,216.06		16,269.54		16,269.54
Surigao:							
Settlement Farm Schools	1,706.50	179.92	159.71	62.11	4,353.98	407.94	4,766.92
Tarlac:							
Settlement Farm Schools	410.00	117.80	13.90		592.15	112.90	705.05
Zambales:							
Iba Farm School	2,190.00	20.00	48.00	97.75	2,405.75		2,405.75
Settlement Farm Schools	3,403.64	228.67	54.00	220.00	4,341.31		4,341.31
Zamboanga:							
Settlement Farm Schools	699.75	1,545.84	2,926.36	98.90	11,048.00		11,048.00
Summary:							
Total Agricultural Schools	35,578.99	22,766.95	3,911.99	20,389.48	200,039.01	21,929.49	221,968.50
Total Farm Schools	8,455.60	12,998.22	10,325.21	10,325.21	46,447.86	28,283.58	74,731.44
Total Settlement Farm Schools	16,388.08	13,231.61	12,256.56	3,923.17	103,690.69	3,436.88	112,126.57
Grand total	60,402.67	49,034.78	17,800.42	34,637.86	355,177.56	53,048.95	408,226.51

Manila	15	214	29	172	288	703	449.17	45.00	2,818.39	151.84	3,464.40	64	4,023			
Marinduque	58	136	28	466	264	942	362.17	437.00	3,611.55	266.40	4,692.12	52	3,099			
Masbate	20	38	40	329	129	597	238.18	452.80	1,499.83	55.95	2,269.26	266	4,659			
Mindoro	32			477	477				13,037.12		13,037.12		21,122			
Misamis																
Mountain	7	74		7	21	124	315.00		667.45	3,705.23			2			
Nueva Ecija	76	229	79	695	123	1,183	1,502.45	1,406.90	4,668.82	80.75	8,012.58	284	8,952			
Nueva Vizcaya	8	115		87	88	290	107.25		110.85	238.10		60				
Occidental Negros	38	673	148	849	318	2,011	1,072.76	3,875.00	6,799.96	75.00	12,312.47	428	10,873			
Oriental Negros	20	30		135	20	396	180.00		1,553.90	60.00	4,033.90		2,160			
Palawan	48	193	5	149	46	393	215.96	499.20	1,153.75		1,958.91	20	1,976			
Pampanga	13	86		72	109	267	5,253.65	1,507.42		251.80	7,012.87		73			
Pangasinan	873	362	919	3,074	137	4,759	16,929.95	16,952.93	27,703.28	1,829.64	48,251.81	2,518	28,001			
Rizal	18	59	15	82	10	179	100.15	612.00	411.93	4.00	1,174.96	42	650			
Romblon	40	164	249	315	77	886	721.39	1,646.45	998.68	231.03	4,625.59	348	1,230			
Samar	147	298	18	1,224	286	1,826	2,375.60	835.00	14,842.75	1,216.21	19,269.56	167	24,480			
Sorsogon	16	43		209	69	321	60.68		604.37	99.95	765.00		1,168			
Sulu	12	64		120	80	264	14.72		80.00	30.00	124.72					
Surigao	36	404	7	210	23	679	388.41	75.00	424.87	71.00	1,054.28	7	123			
Tarlac	15	34	20	134	100	300	625.77	664.19	2,631.96	309.20	4,321.29	120	2,769			
Tayabas	32			1,224	65	1,301			30,000.00	240.00	32,190.00		26,720			
Union	109	59		632	80	867	680.33		5,711.25	222.86	6,773.14		10,382			
Zambales	33	151	51	215	22	488	1,134.84	1,179.95	3,373.04	76.00	5,879.38	91	1,432			
Zamboanga	28	52	61	85	21	25	525.00	1,476.00	421.00	206.00	2,680.00	92	1,428			
Total	2,626	6,620	2,908	18,341	1,567	369	5,781	35,586	63,560.18	216,946.08	8,150.50	7,474.42	19,568.96	356,534.42	8,907	251,983
Central Luzon Agricultural School	10	400	400	404	151				2,000.00	105.00	13,866.00	453	2,500			
Grand total	2,636	7,020	3,308	18,745	1,718	369	5,781	36,941	73,150.18	218,946.08	8,255.50	7,474.42	19,568.96	370,400.42	9,360	254,483

No. XVIII.—*School and Home Gardens and Nurseries*

A table showing, by divisions and for the Islands, the number of school and home gardens, the estimated market value of their products, and the number of schools with nurseries, for the school year 1927-28.

Division	Gardens						Nurseries							
	Number of Schools with School Gardens			Number of Pupils with Home Gardens			Number of Pupils Taking Vegetable Gardening			Number of all Kinds of Trees in Nurseries at End of the School Year				
	Secondary		Total	Intermediate		Total	Secondary		Total					
	Primary	Intermediate	Secondary	Primary	Intermediate	Secondary	Primary	Intermediate	Secondary					
Abra	55	12	68	554	398	952	1,056	454	1,510	20	17	10	27	983
Agusan	19	10	29	221	52	273	497	179	676	4	18	7	25	183
Albay	162	21	183	4,098	695	4,793	4,793	873	5,615	120	34	14	48	2,133
Antique	72	12	84	1,489	459	1,948	1,303	481	1,804	48	26	9	35	391
Bataan	30	13	43	1,353	590	1,943	485	296	781	5	20	9	29	14
Batanes	5	6	11	33	96	129	26	96	122	2	4	3	7	1,890
Batangas	124	23	147	2,703	947	3,650	2,929	1,036	3,965	27	77	20	97	9,587
Bohol	234	36	271	5,112	942	6,054	5,214	1,004	6,245	55	235	36	262	16,010
Bukidnon	51	6	58	30	40	70	61	119	180	2	2	2	4	1,219
Bulacan	177	23	200	4,292	979	5,271	5,361	1,517	6,878	44	64	18	82	1,012
Cagayan	116	28	144	3,445	1,387	4,832	2,757	1,038	3,795	112	46	18	64	11,019
Camarines Norte	27	7	34	1,096	275	1,371	786	210	996	14	2	2	3	94
Camarines Sur	121	20	142	3,097	532	3,629	3,158	672	3,851	35	59	15	75	3,431
Capiz	95	28	123	2,126	828	2,954	2,293	869	3,162	39	12	28	40	314
Cavite	36	14	51	625	273	898	1,270	533	1,803	13	30	13	43	2,903
Cebu	331	57	388	6,876	1,641	8,517	7,805	2,114	9,919	98	256	51	307	15,709
Cotabato	61	3	64	184	17	201	1,475	42	1,517	13	2	1	4	1,075
Davao	105	10	115	347	75	422	1,656	152	1,808	25	7	2	9	612
Ilocos Norte	124	22	148	1,729	461	2,190	2,216	673	2,927	43	76	17	93	6,529
Ilocos Sur	155	31	187	2,554	539	3,093	4,257	1,008	5,265	36	105	27	132	5,507
Iloilo	193	49	243	4,468	1,519	6,018	6,634	2,522	9,137	74	29	21	51	1,694
Isabela	95	15	113	1,231	134	1,365	1,495	749	2,275	59	6	6	6	27

Laguna	97	28	125	3,283	1,109	---	4,392	3,650	1,586	---	5,236	30	7,031.05	5	9	---	14	484
Lanao	33	12	45	169	71	---	240	578	205	---	753	8	2,820.00	7	1	---	8	607
Leyte	302	44	1	24,848	6,885	---	31,733	6,319	988	---	7,307	215	61,611.92	215	37	---	252	31,926
Manila	6	14	20	---	---	---	---	1,043	1,779	---	2,822	3	4,700.00	---	2	---	7	295
Marinduque	41	5	46	848	231	---	1,079	859	235	---	1,094	11	1,376.86	5	2	---	31	964
Masbate	43	12	55	934	318	---	1,252	1,189	344	---	1,593	25	3,292.83	20	11	---	28	415
Mindoro	25	6	31	670	200	---	870	754	202	---	956	20	1,389.92	22	6	---	141	3,552
Misamis	145	20	168	4,164	612	---	4,776	5,278	863	---	6,131	111	33,186.36	121	20	---	---	---
Mountain	138	79	2	927	241	---	1,168	2,357	685	---	3,042	90	2,592.02	39	10	---	49	18,279
Nueva Ecija	136	28	164	610	346	---	956	2,459	1,305	---	3,764	36	10,219.01	30	14	---	44	464
Nueva Vizcaya	17	5	22	300	141	---	441	438	156	---	594	33	677.66	4	1	---	5	95
Occidental Negros	121	29	150	6,677	2,666	---	9,343	6,192	2,294	---	8,486	70	18,231.89	27	13	---	80	970
Oriental Negros	100	25	125	2,393	896	---	3,289	3,186	1,245	---	4,431	22	10,304.00	58	22	---	80	6,092
Palawan	57	22	79	794	184	---	978	1,133	279	---	1,412	41	3,793.53	17	6	---	23	5,654
Pampanga	83	27	110	1,160	439	---	1,599	3,979	965	---	4,944	50	18,320.89	43	17	---	60	2,467
Pangasinan	256	46	302	7,080	2,008	---	9,038	8,235	2,314	---	10,549	170	70,608.03	213	45	---	258	16,114
Rizal	46	25	71	916	357	---	1,273	1,309	671	---	1,980	31	5,509.42	17	10	---	27	231
Romblon	15	9	24	381	215	---	596	404	290	---	694	8	1,915.66	---	1	---	1	400
Samar	168	30	188	2,508	579	---	3,087	3,136	791	---	3,857	83	15,362.71	112	25	---	137	5,032
Sorsogon	46	16	62	822	336	---	1,158	1,828	503	---	1,891	21	3,216.00	18	11	---	29	1,673
Sulu	50	6	56	53	80	---	133	1,726	280	---	976	6	686.86	---	3	---	3	250
Surigao	39	6	65	1,370	72	---	1,442	1,927	185	---	2,112	22	1,460.94	3	1	---	4	114
Tarlac	136	23	139	3,670	1,532	---	5,202	2,684	1,474	---	4,168	63	27,596.04	44	12	---	56	911
Tayabas	130	28	158	2,231	1,041	---	3,272	2,014	1,041	---	3,055	68	66,750.00	28	28	---	56	39,074
Union	86	27	113	3,125	1,282	---	4,407	3,351	1,299	---	4,650	48	11,564.39	30	17	---	47	9,326
Zambales	50	13	63	927	230	---	1,157	1,168	376	---	1,542	31	4,142.63	31	11	---	42	4,897
Zamboanga	99	15	114	1,606	379	---	1,985	1,606	379	---	1,985	25	2,958.56	69	15	---	84	1,053
Total	4,866	1,046	15	5,927	35,329	31	155,444	124,759	39,261	187	164,207	2,219	631,469.35	2,294	671	4	2,969	233,615

No. XIX.—*Industrial Production*

A table showing, by divisions and for the Islands, the total enrolment and the estimated value of production of commercial consequence in industrial courses during the school year 1927-28.

Division	Embroidery and Lace Making		Basketry		Municipal Shops		Trade Schools		Provincial Shops		Miscellaneous		Total	
	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production	Number of Pupils Enrolled in the Course	Estimated Value of Production
Abra	398	₱290.82	410	₱158.24							1,526	₱1,891.16	2,834	₱2,340.22
Agusan	941	1,134.05	143	57.50							2,598	5,244.52	3,522	6,436.07
Albay	1,709	1,683.36	1,667	1,307.78			117	₱5,417.70			6,113	4,457.30	9,606	12,846.14
Antique	607	804.23	441	240.72	74	₱262.36			70		2,140	6,018.42	3,532	11,009.16
Bataan	688	664.51	84	33.30	138	1,044.72					2,373	5,412.64	3,283	7,155.07
Batanes	69	156.49	59	91.20	55	90.00			12	265.51	296	111.52	491	714.72
Batangas	1,667	2,375.65	3,685	2,349.88	664	1,761.41	155	9,939.23			4,306	8,155.17	10,477	24,581.34
Bohol	6,846	11,070.35	1,919	3,246.50	437	2,712.12	117	10,523.64			15,142	25,477.73	21,461	53,030.34
Bukidnon	19	90.00	73	148.00	73	148.00					472	1,908.50	564	2,141.50
Bulacan	3,061	5,112.82	1,206	2,247.05	530	3,771.23	70	7,355.25			1,426	14,405.55	6,293	32,891.90
Cagayan	1,148	3,320.61	1,817	1,895.43	131	522.45	69	3,249.29			6,025	21,390.82	9,190	30,368.60
Camarines Norte	381	459.00	102	235.39	78	938.50					870	1,372.42	1,431	3,065.31
Camarines Sur	948	1,995.00	694	1,143.00	356	2,155.00	136	5,764.00			2,946	9,120.00	5,080	20,177.00
Capiz	4,151	4,151.64	869	968.36	366	2,156.87	115	9,115.21			11,294	27,173.33	16,795	43,585.41
Cavite	3,086	4,894.42	1,769	2,912.83	176	957.80			221	728.95	3,981	12,519.58	9,233	22,013.08
Cebu	5,037	10,888.23	3,536	4,801.90	677	2,752.51	283	14,731.46			31,911	46,059.86	41,444	79,293.96
Cotabato	188	303.48	126	247.45	101	230.50					804	2,661.98	1,219	3,443.41
Davao	418	531.78	93	105.35	35	1,032.62					1,971	2,871.34	2,517	4,941.09
Ilocos Norte	2,903	7,527.45	1,789	4,810.72	385	3,840.38	175	12,159.76			9,488	28,471.82	14,740	56,810.13
Ilocos Sur	3,988	4,769.85	1,949	1,863.63	473	1,535.01	107	4,944.87			7,748	15,077.22	14,265	27,690.58
Iloilo	4,215	5,710.75	3,751	5,007.66	285	1,859.32	73	5,032.25			16,720	28,812.02	25,044	46,422.00
Isabela	544	2,336.42	97	73.70	448	510.58	115	3,355.22			1,804	2,108.26	3,008	8,384.18
Laguna	4,481	3,315.72	2,282	933.95	1,056	4,354.82					8,018	9,166.86	15,837	17,771.35
Lanao	576	325.00	21	51.00	159	526.00					1,043	3,014.00	1,799	3,916.00
Leyte	7,365	15,529.56	3,586	4,036.55	1,360	15,742.44	397	17,199.21			20,593	88,845.15	33,301	141,362.91

Manila	12,835	1,346.00	11,781	2,123.00	2,542	2,694.00				1,653	34,152.00	28,811	40,315.00
Marinduque	543	597.67	819	686.90	242	950.80				2,444	3,696.38	4,048	5,671.75
Maabate	384	614.85	210	377.20	113	697.87				1,465	3,660.78	2,172	5,610.70
Mindoro										202.00		202.00	
Misamis	3,422	9,863.75	1,354	5,460.15	168	2,593.52				7,268	27,956.56	12,283	52,156.48
Mountain	24	81.26	274	540.48	80	1,114.31							
Nueva Ecija	1,661	3,957.84	2,148	3,482.48	747	4,031.61				2,984	42,721.63	3,362	44,457.68
Nueva Vizcaya	232	513.87	287	264.84	75	446.00				7,395	13,447.25	11,951	24,927.53
Occidental Negros	4,421	7,807.88	1,439	1,891.69	510	2,540.66				6,993	779.25	1,287	2,994.57
Oriental Negros	3,164	3,450.06	238	876.46	189	1,086.30	98	3,763.55		6,200	10,745.70	12,570	22,985.98
Palawan	88	270.32	279	341.83	116	652.63				4,401	14,446.60	8,090	23,572.97
Pampanga	1,779	2,293.73	1,046	1,321.98	803	2,792.85				1,521	2,667.47	2,004	3,952.25
Pangasinan	5,669	26,132.55	2,473	4,834.93	1,842	16,241.51	117	6,081.97		5,834	5,607.52	9,579	18,104.05
Rizal	2,774	2,633.62	2,289	3,078.58	704	2,654.02				17,086	94,121.63	27,477	143,466.56
Romblon	212	408.40	473	724.94	25					2,368	5,594.85	8,135	18,961.02
Samar	1,244	1,867.67	1,441	1,585.06	302	2,817.56	196	2,848.13		1,335	3,597.09	2,045	4,730.43
Sorsogon	1,555	2,910.00	338	453.00	564	2,317.00	75	1,667.00		5,218	8,727.97	8,401	17,846.39
Sulu	46	40.83	346	77.93	82	1,650.88				3,957	6,543.00	6,489	13,890.00
Surigao	1,551	1,615.30	639	401.46						782	2,812.26	1,256	3,122.26
Tarlac	3,049	5,391.49	1,187	1,196.08	240	4,245.87	124	2,670.15	203	3,777.89	6,042.99	5,747	12,214.64
Tayabas	2,304	8,680.00	6,232	13,960.00	846	4,873.00				3,558	11,508.43	8,158	25,012.02
Union	1,806	3,092.73	1,079	1,200.73	309	1,118.07	123	5,076.00		10,372	82,976.00	19,754	110,489.00
Zambales	768	1,178.31	1,295	843.22	311	1,461.13				6,521	17,066.96	9,838	27,484.49
Zamboanga	246	7,690.00	128	188.27	40	849.30	174	18,362.69	128	4,669	9,082.25	7,161	14,036.29
Total	105,201	181,795.32	69,890	84,290.30	18,907	106,678.03	3,243	151,392.52	761	265,567	782,302.05	463,569	1,322,868.88
Philippine Normal School	39	259.54								117	1,018.80	156	1,278.34
Philippine School of Arts and Trades							892	41,381.81				892	41,381.81
Grand total	105,240	182,054.86	69,890	84,290.30	18,907	106,678.03	4,135	192,774.33	761	16,410.66	783,320.55	464,617	1,365,529.03

No. XX.—*Voluntary Contributions*

A table showing, by divisions and for the Islands the details of voluntary contributions for public-school purposes, for the school year 1927-28.

Division	Form and Amount of Donation						Amount devoted to—				
	Total	Money	Material	Labor	Land	Miscellaneous	Buildings and Grounds	Libraries	Athletics	Miscellaneous	Balance on Hand
Iloilo	P76,893.50	P59,432.48	P8,673.32	P5,455.22	P738.40	P2,594.08	P22,370.52	P24,073.82	P14,946.36	P3,646.91	P11,855.89
Pangasinan	66,852.11	27,716.82	25,185.88	9,876.73	730.00	3,342.68	59,131.08	4.24	575.83	5,185.67	1,895.29
Cebu	54,995.96	49,121.84	3,065.00	1,840.00	700.00	259.12	6,060.00	23,418.44	17,744.14	4,494.32	3,269.06
Pampanga	40,239.99	31,878.18	2,875.22	1,432.80	2,382.40	1,171.39	18,857.50	9,260.78	6,852.89	1,375.86	3,892.96
Bulacan	39,265.27	17,977.49	11,403.22	4,209.71	2,195.00	3,479.85	29,576.52	2,946.50	1,853.71	3,488.85	1,399.69
Levite	38,288.54	5,910.29	23,925.50	6,743.50	1,045.00	663.25	35,419.16	351.00	341.00	1,030.27	1,147.11
Carayan	35,231.88	14,959.39	8,698.88	6,682.60	430.00	4,511.01	14,913.49	7,666.12	4,152.94	3,332.48	5,216.85
Ilocos Sur	34,766.43	8,199.26	14,395.63	9,137.08	153.00	2,881.46	29,799.03	121.86	20.49	3,854.40	970.65
Mountain	33,906.00	1,011.50	18,412.50	13,382.00	1,070.00	50.00	33,474.50	---	---	110.00	321.50
Bohol	32,310.70	12,528.55	11,271.73	7,711.78	115.00	683.64	29,173.15	588.38	534.19	896.52	1,118.46
Zambales	25,514.29	11,208.90	8,516.29	3,973.92	---	1,815.18	10,429.46	2,944.85	3,801.09	4,864.49	3,474.40
Capiz	25,479.90	10,265.54	8,105.16	4,858.20	2,250.00	---	24,911.33	---	---	3,668.57	---
Camarines Sur	24,899.51	14,712.68	5,177.32	1,996.84	880.00	2,132.67	14,280.26	1,774.42	4,353.04	3,120.75	1,391.04
Laguna	20,581.48	11,430.75	1,930.00	4,244.36	1,240.00	1,736.37	16,389.20	210.16	134.00	2,504.65	1,343.47
Ilocos Norte	20,265.00	63.00	13,706.00	5,071.00	---	1,425.00	19,225.00	---	---	1,040.00	---
Antique	19,246.48	10,128.87	4,296.00	4,119.40	212.98	489.23	16,323.34	985.12	104.06	643.57	1,190.39
Union	18,360.53	4,426.30	2,795.80	2,795.80	50.00	---	16,707.49	---	---	1,653.04	---
Marbato	18,224.01	8,265.60	5,813.49	2,807.30	700.00	637.62	13,823.09	1,522.19	496.07	833.77	1,548.89
Samar	16,239.33	4,354.30	7,455.77	2,703.31	970.00	755.95	15,254.53	180.00	225.00	294.80	345.00
Agusan	13,624.30	386.50	6,648.80	5,405.00	900.00	285.00	13,264.30	---	20.50	339.50	---
Oriental Negros	12,849.05	896.20	5,738.25	4,227.60	1,705.00	282.00	12,259.85	152.50	204.70	232.00	---
Batangas	11,471.50	1,685.50	3,081.00	3,080.00	3,706.00	---	11,471.50	---	---	---	---
Nueva Ecija	10,963.68	4,468.08	3,170.60	2,515.00	650.00	165.00	8,853.68	---	---	115.00	---
Nueva Vizcaya	8,770.00	---	8,770.00	---	---	---	8,770.00	---	---	---	---
Camarines Norte	7,754.30	3,809.60	2,060.00	1,030.00	650.00	284.70	6,466.00	218.10	---	210.20	906.00
Bataan	7,243.87	5,231.39	1,827.98	134.00	---	50.00	6,983.37	101.00	58.00	58.00	33.00
Romblon	2,477.23	2,374.85	2,374.85	1,636.00	650.00	17.00	5,404.01	474.45	186.91	91.06	998.65
Davao	7,032.35	3,441.00	1,379.00	1,379.00	200.00	305.00	5,601.00	464.28	439.33	305.00	823.74
Tarlac	6,601.40	2,842.50	2,985.05	1,183.05	---	90.80	6,501.10	---	---	45.97	---
Tayabas	6,544.34	5,727.34	468.00	---	---	349.00	5,814.10	134.66	148.08	447.50	---
Cavite	6,220.00	5,470.00	550.00	200.00	---	---	6,220.00	---	---	---	---
Abra	4,918.44	1,495.84	1,726.90	1,438.50	110.00	147.20	3,287.15	607.99	317.30	285.80	420.20

A summary showing for the Islands the total amount of voluntary contributions for the last three school years.

School year	Amount											
1925-26	4,352.19	3,257.00	895.19	200.00	575.00	3,942.00	375.81	34.38				
1926-27	4,090.00		3,345.00	140.00	4,060.00	4,060.00						
1927-28	3,390.00		2,885.00	995.00	50.00	3,930.00						
Albay	3,565.00		1,650.00	1,560.00	200.00	3,365.00		200.00				
Palawan	3,381.86		1,411.00	885.00	40.00	2,886.00		105.40				
Sorsogon	3,187.41		839.20	1,218.60	200.00	2,656.55		426.80				
Bukidnon	2,589.00		1,786.00	803.00		2,460.00		129.00				
Mindoro	1,356.90		745.40	286.00		177.00		947.50				
Lanao	790.00		400.00	260.00		790.00						
Occidental Negros	250.00			250.00		250.00						
Cotabato	15.00			15.00								
Batanes	300.00			300.00		300.00						
Total	780,581.08	350,739.01	244,143.43	127,822.30	26,746.78	553,234.26	78,892.15	44,630.42	45,977.63			
Central Luzon	4,278.00	4,278.00					2,153.00	569.00				
School												
Grand total	784,859.08	355,017.01	244,143.43	127,822.30	26,746.78	553,234.26	81,045.15	45,199.42	45,977.63			

School year	Amount
1925-26	P1,455,275.84
1926-27	1,161,792.90
1927-28	784,859.03

No. XXI.—*School Health Work*

A table showing, by divisions and for the Islands, statistics on health work in the public schools during the year 1928

Division	Total Annual Enrollment December	Number of Pupils Vaccinated (including injections)	Number of Pupils Examined	Percentage Examined of Those Enrolled	Percentage Treated of Those Examined	Percentage Cured of Those Treated	Total Number of Health Inspector	Number of Pupils per Health Inspector	Number of School Dispensaries	
									With Trained Nurses in Charge	With Teachers in Charge
Abra.....	7,613	5,914	5,545	72.84	23.32	42.38	27	232	2	2
Agusan.....	8,086	12,717	7,325	86.93	15.62	36.28	35	241	1	1
Albay.....	30,061	18,853	21,313	70.90	19.18	86.13	53	567	1	7
Antique.....	14,075	6,909	9,807	69.68	27.49	82.38	18	782	---	---
Bataan.....	6,800	5,718	4,938	72.62	19.42	67.88	17	400	---	---
Batanes.....	1,299	971	952	73.29	47.37	87.36	8	162	---	---
Batangas.....	27,026	25,200	17,971	66.50	18.47	79.81	148	731	8	115
Bohol.....	42,411	25,880	20,083	47.35	35.07	72.76	58	731	---	258
Bukidnon.....	4,656	2,890	2,219	47.66	49.21	77.29	14	333	---	65
Bulacan.....	31,776	25,769	24,555	77.28	14.62	97.10	119	267	13	66
Cagayan.....	23,883	12,145	15,462	64.74	15.72	81.78	43	555	---	---
Camarines Norte.....	8,088	2,007	59.45	24.04	19.92	11	11	460	---	---
Camarines Sur.....	18,775	12,574	12,326	65.65	23.58	57.07	62	361	8	72
Capiz.....	28,141	13,229	50.58	36.46	83.35	59	3	477	3	25
Cavite.....	19,252	13,508	12,752	66.43	27.80	73.29	50	384	---	50
Cebu.....	67,135	39,464	51,440	76.62	35.68	68.16	108	622	6	78
Cotabato.....	7,807	4,789	6,146	66.32	52.23	82.83	28	279	---	---
Davao.....	8,949	6,075	6,209	68.74	22.65	98.56	56	160	3	36
Ilocos Norte.....	26,637	17,231	16,889	64.88	31.57	96.35	60	444	8	13
Ilocos Sur.....	28,355	15,465	15,830	55.83	20.80	70.12	50	567	1	31
Iloilo.....	54,351	44,914	34,926	64.26	24.88	87.86	132	412	1	61
Isabela.....	15,025	7,762	6,365	42.36	36.81	41.06	31	485	1	---
Laguna.....	29,456	23,348	26,468	89.86	38.63	46.26	69	498	---	---
Lanao.....	5,670	3,581	4,525	79.81	50.94	73.71	23	247	---	3
Leyte.....	62,537	35,097	31,832	51.00	27.44	85.17	110	568	8	87
Manila.....	61,380	55,791	50,634	82.49	38.48	34.48	28	2,192	56	---
Marinduque.....	7,933	6,217	4,437	55.93	38.74	92.38	18	441	---	---
Masbate.....	9,173	5,890	6,146	67.00	18.52	81.90	17	540	---	---
Mindoro.....	8,945	7,376	7,970	89.10	43.12	69.94	22	407	2	18
Misamis.....	29,469	13,963	18,751	63.63	37.11	80.31	58	508	1	79

Mountain.....	17, 110	6, 880	7, 103	41, 51	42, 55	75, 48	85	201	3	3
Nueva Ecija.....	25, 898	16, 904	15, 325	59, 17	26, 24	72, 13	56	462	23	
Nueva Vizcaya.....	6, 870	1, 545	4, 433	69, 59	49, 85	46, 56	15	435	1	
Occidental Negros.....	46, 082	26, 148	22, 968	49, 84	20, 39	71, 63	142	325		
Oriental Negros.....	22, 325	11, 330	16, 269	78, 83	42, 56	70, 66	2	558	2	48
Palawan.....	5, 827	3, 892	3, 651	62, 66	34, 40	66, 24	44	132	28	42
Pampanga.....	27, 625	21, 861	19, 549	70, 77	26, 06	57, 57	80	345	10	5
Pangasinan.....	54, 465	51, 050	26, 525	46, 86	31, 96	63, 16	100	545		20
Rizal.....	26, 787	21, 900	21, 961	81, 98	15, 03	64, 71	86	311	2	16
Romblon.....	7, 851	4, 947	4, 911	62, 55	15, 48	75, 39	12	654		
Samar.....	28, 277	17, 159	13, 604	48, 11	13, 34	31, 21	75	377	10	81
Sorsogon.....	18, 450	13, 547	7, 571	41, 04	33, 55	33, 78	29	686		
Sulu.....	13, 291	11, 899	11, 667	87, 78	5, 01	95, 21	41	324	15	2
Surigao.....	13, 516	5, 924	4, 604	34, 06	24, 00	83, 89	25	541		
Tarlac.....	22, 604	16, 217	17, 200	76, 09	13, 20	75, 96	39	578		66
Tayabas.....	33, 948	17, 703	22, 106	65, 12	25, 38	69, 63	69	492	1	1
Union.....	24, 552	19, 497	14, 799	60, 28	26, 49	54, 47	30	818		29
Zambales.....	11, 413	3, 354	6, 165	54, 02	15, 83	78, 79	22	519		
Zamboanga.....	15, 687	10, 780	6, 417	40, 91	24, 53	98, 19	1	15, 687		1
Total.....	1, 114, 152	746, 064	705, 322	63, 31	27, 94	68, 04	2, 503	445	194	1, 404
Camarines Agricultural School.....	185	182	182	98, 38			4	46		1
Central Luzon Agricultural School.....	888	850	760	59, 68	100, 00	96, 71	2	444		1
Philippine Nautical School.....	61	61								
Philippine Normal School.....	2, 153	2, 068	2, 035	94, 52	36, 46	19, 81	2	1, 077		
Philippine School of Arts and Trades.....	1, 015	985	878	86, 50	15, 26	92, 54	3	338	1	
Grand total.....	1, 118, 454	750, 210	709, 177	63, 41	28, 01	67, 98	2, 514	445	195	1, 406

A Summary of the Health Inspectors:

Sanitary Inspectors.....	1,362
Supervising Teachers of Hygiene and Sanitation.....	13
Red Cross Nurses.....	65
Trained Nurses.....	308
Bureau of Health Officers.....	254
District Health Officers.....	109
Physicians.....	403
Total.....	2,514

No. XXII.—*Junior Red Cross Activities* *

A table showing, by divisions and for the Islands, the statistics of memberships, contributions, dentists, dental examinations, and dental treatments in the public schools for the year 1928.

Division	Schools Enrolled in Junior Red Cross	Junior Red Cross Memberships	Pupils Contributing	Contribution to Junior Red Cross	Dental Service			
					Dentists		Number Examined	Prophylactic Treatments
					Permanent	Temporary		
Abra	66	6,633	6,650	₱2,091.40	1	—	5,756	5,702
Agusan	76	7,680	6,326	2,068.66	1	—	2,738	2,719
Albay	155	28,627	23,020	6,905.72	1	b 1	7,400	2,658
Antique	d 74	13,558	13,558	2,989.50	1	—	5,805	5,805
Bataan	29	6,680	6,413	2,053.50	1	—	4,362	4,342
Batanes	4	673	502	222.18	1	—	1,447	1,402
Batangas	95	26,709	22,717	6,794.68	2	1	14,024	13,381
Bohol	283	42,143	30,263	9,078.93	3	1	16,735	14,962
Bukidnon	45	3,329	863	195.75	—	—	—	—
Bulacan	186	31,221	27,955	8,330.77	3	—	11,232	11,215
Cagayan	136	22,634	17,465	3,271.59	1	—	3,784	3,673
Camagines Norte	10	4,890	4,183	1,499.90	—	1	2,092	1,135
Camagines Sur	122	18,726	18,726	5,670.70	2	—	9,194	9,083
Capiz	133	27,732	23,487	8,546.45	3	—	19,872	13,007
Cavite	25	18,113	13,200	4,053.00	1	—	5,000	3,758
Cebu	403	66,946	66,351	19,905.80	6	1	28,012	26,974
Cotabato	57	5,912	3,159	940.81	—	—	1,125	1,048
Davao	59	4,382	2,922	1,366.17	—	1	1,012	1,012
Ilocos Norte	163	26,417	23,939	7,229.15	2	1	6,817	6,732
Ilocos Sur	d 148	d 26,517	d 19,288	6,945.07	2	—	19,080	18,093
Iloilo	210	49,647	46,953	15,115.06	5	—	26,466	14,509
Isabela	76	14,793	10,732	3,320.40	1	1	9,170	8,984
Laguna	61	29,085	28,081	8,517.60	3	—	9,362	7,416
Lanao	31	4,138	2,599	1,031.22	—	1	1,138	670
Leyte	307	61,716	61,295	19,334.14	4	1	13,973	12,425
Manila	49	62,021	59,991	18,024.74	6	1	16,197	15,953
Marinduque	13	7,767	7,367	2,232.82	1	—	5,501	4,917
Masbate	47	8,635	8,646	2,593.80	—	—	—	—
Mindoro	8	4,480	4,303	1,292.50	1	—	4,884	2,894
Misamis	159	28,794	25,420	9,762.37	3	—	13,150	12,517
Mountain	81	9,518	5,899	1,855.88	1	—	5,021	3,745
Nueva Ecija	127	25,803	24,339	3,724.50	2	1	11,912	11,909
Nueva Vizcaya	37	6,018	5,392	1,617.50	—	1	1,034	1,015
Occidental Negros	135	45,376	39,469	11,853.80	2	1	7,195	6,357
Oriental Negros	45	21,882	20,640	6,031.54	1	1	6,094	6,093
Palawan	26	2,188	1,064	345.66	—	1	200	200
Pampanga	130	26,716	25,792	7,956.58	2	—	8,253	3,117
Pangasinan	299	54,179	55,868	16,824.32	6	—	27,371	26,682
Rizal	50	13,706	10,800	4,246.90	1	1	3,494	3,399
Romblon	56	7,810	7,617	2,287.55	—	1	1,339	1,339
Samar	105	14,027	13,856	5,902.83	2	1	9,105	8,783
Sorsogon	123	19,129	12,884	3,147.12	1	1	7,282	7,176
Sulu	10	1,933	1,495	443.10	1	—	3,637	3,055
Surigao	63	8,846	8,153	3,044.40	1	1	3,619	3,560
Tarlac	140	20,348	19,494	5,322.33	2	—	10,869	6,728

* Figures furnished by the Junior Red Cross, Philippine Chapter.

b Junior.

d Last year data.

No. XXII.—*Junior Red Cross Activities*—Continued

Division	Schools Enrolled in Junior Red Cross	Junior Red Cross Memberships	Pupils Contributing	Contribution to Junior Red Cross	Dental Service			
					Dentists		Number Examined	Prophylactic Treatments
					Permanent	Temporary		
Tayabas	29	33,094	20,456	6,136.80	1	1	5,775	5,775
Union	91	21,295	32,062	4,424.71	1	-----	6,201	5,331
Zambales	c 38	c 9,756	c 8,660	c 2,704.66	1	1	6,661	6,592
Zamboanga	30	2,837	2,029	902.43	1	-----	2,672	2,153
Total								
Philippine Normal School	1	1,231	1,161	348.30	-----	-----	427	418
Philippine School of Arts and Trades	1	850	602	180.60	-----	-----	324	315
Grand total	4,847	1,007,140	909,106	270,685.89	81	24	393,813	345,669

c Incomplete.

No. XXIII.—School Sites

A table showing, by divisions and for the Islands, for the year 1928, the number of school sites, their classification and status, the manner by which they were acquired, and the proportion of schools with standard sites.

Division	Number of Standard School Sites					Total Number of Sites (Non-Standard Included)	Total Number of Schools	Percent- age of Schools Stand- ard Sites	Percent- age of Sites Survey- ed (Non- Standard Included)	Percent- age of Sites Regis- tered (Non- Standard Included)
	Municipal				Total					
	Insular and Provin- cial	Barrio (Mini- mum 1 Hectare)								
		Central (Mini- mum 1 Hectare)	Barrio (Mini- mum 1 Hectare)	Total						
Abra		13	48	61	61	70	81	75.31	71.43	32.86
Agusan	32	2	25	27	59	83	93	63.44	61.45	9.64
Albay	4	18	55	73	77	173	181	42.54	90.17	45.09
Antique	1	9	37	46	47	82	91	51.65	69.51	29.27
Bataan		10	8	18	18	32	39	46.15	81.25	43.75
Batanes	1	6	3	9	10	16	17	58.82	94.12	94.12
Batangas	1	23	98	121	122	162	168	72.62	66.05	35.19
Bohol	3	29	122	151	154	337	323	47.68	92.58	62.61
Bukidnon	3	2	8	10	13	65	61	21.31	47.69	47.69
Bulacan		25	59	84	84	187	181	46.41	74.03	48.66
Cagayan	3	22	143	165	168	229	173	97.11	26.20	11.35
Camarines Norte	1	8	20	28	29	38	37	76.32	42.11	42.11
Camarines Sur	1	32	99	131	132	148	145	91.03	71.62	58.78
Capiz	2	27	167	194	196	242	181	100.00	41.32	11.16
Cavite	1	15	25	40	41	80	81	50.62	58.75	42.50
Cebu	2	38	215	253	255	407	436	58.49	82.80	18.43
Cotabato	1	16	80	96	97	108	103	94.17	89.81	41.67
Davao		8	66	74	74	96	132	56.06	37.12	31.25
Ilocos Norte	2	16	104	120	122	221	185	65.95	58.82	42.99
Ilocos Sur	1	24	156	180	181	218	209	86.60	83.49	44.80
Iloilo	3	35	226	261	264	302	299	88.29	40.07	49.34
Isabela	2	16	55	71	73	85	117	62.39	75.29	35.29
Laguna	1	22	50	72	73	112	125	58.40	80.36	57.14
Lanao	5	31	60	96	96	73	73	100.00	81.25	
Leyte	2	35	267	302	304	587	356	85.39	82.77	50.59
Manila	5	29		29	34	35	75	45.33	96.00	81.83
Marinduque	1	7	35	42	43	45	45	95.56	36.17	10.64
Masbate	1	5	49	54	55	69	58	94.83	63.77	33.33

Mindoro.....	1	8	34	42	43	68	92	46.74	100.00	47.06
Misamis.....	1	14	86	100	101	129	211	47.87	100.00	60.47
Mountain.....										
Nueva Ecija.....	3	5	6	11	14	142	244	5.74	18.31	16.90
Nueva Vizcaya.....	2	19	107	126	128	176	178	71.91	62.86	23.43
Ocidental Negros.....	7	11	34	45	52	62	49	100.00	100.00	70.97
Oriental Negros.....	1	25	97	122	123	164	192	64.06	64.02	43.29
	2	19	48	67	69	137	121	57.02	43.80	18.18
Palawan.....										
Pampanga.....	3	6	42	48	51	68	65	78.46	55.38	50.98
Pangasinan.....	3	16	71	87	90	158	155	62.66	62.66	26.58
Rizal.....	3	54	352	406	409	414	423	96.69	13.29	5.56
Romblon.....	2	18	38	56	58	79	130	44.62	73.42	43.04
	1	9	50	59	60	68	65	92.31	77.94	16.18
Samar.....	2	40	119	159	161	291	251	64.15	73.20	52.58
Sorsogon.....	1	16	72	87	88	110	122	72.13	81.82	44.00
Sulu.....										
Surigao.....	1	20	78	88	162	182	126	69.84	63.58	63.58
Tarlac.....	1	18	54	74	75	123	116	64.66	75.61	21.14
	1	18	28	46	47	78	157	29.94	49.68	43.31
Tayabas.....	1	24	16	40	41	113	165	24.85	7.07	7.08
Union.....	1	13	60	73	74	101	128	57.81	68.32	46.53
Zambales.....	3	17	41	58	61	74	72	84.72	94.59	55.41
Zamboanga.....	1	12	119	131	132	132	178	74.16	47.73	47.73
Total.....	119	896	3,832	4,728	4,847	7,175	7,305	66.35	63.93	37.17
Camaringes Agricultural School.....										
Central Luzon Agricultural School.....	1				1	1	1	100.00	100.00	100.00
Philippine Nautical School.....	1				1	1	1	100.00	100.00	100.00
Philippine Normal School.....	1				1	1	1	100.00	100.00	100.00
Philippine School of Arts and Trades.....	1				1	1	1	100.00	100.00	100.00
Grand total.....	124	896	3,832	4,728	4,852	7,180	7,310	66.37	63.95	37.21

No. XXIII.—School Sites—Continued

Division	Estimated Value of Standard Sites				How Acquired		
	Insular and provincial	Municipal		Total	By Donation	By Purchase	By Reservation
		Central	Barrio				
Abra.....							
Agusan.....							
Albay.....							
Antique.....							
Bataan.....							
Batanes.....							
Batangas.....							
Bohol.....							
Bukidnon.....							
Bulacan.....							
Cagayan.....							
Camarines Norte.....							
Camarines Sur.....							
Capiz.....							
Cavite.....							
Cebu.....							
Cotabato.....							
Davao.....							
Ilocos Norte.....							
Ilocos Sur.....							
Iloilo.....							
Isabela.....							
Laguna.....							
Lanao.....							
Leyte.....							
Manila.....							
Marinduque.....							
Masbate.....							
Mindoro.....							
Misamis.....							
Mountain.....							
Nueva Ecija.....							
Nueva Vizcaya.....							
Occidental Negros.....							
Oriental Negros.....							

Palawan.....	2,700.00	11,591.12	16,100.00	30,391.12	36	1	14
Pampanga.....	131,924.00	56,142.14	44,947.00	232,013.14	68	20	2
Pangasinan.....	32,910.00	225,208.21	129,440.19	387,558.40	306	77	27
Rizal.....	55,260.00	119,613.46	54,791.40	229,664.86	19	28	11
Romblon.....	46,550.00	20,351.30	25,151.70	92,053.00	44	3	13
Samar.....	27,000.00	30,135.00	21,847.95	79,032.95	133	23	5
Sorsogon.....	10,000.00	28,480.00	9,925.00	48,405.00	47	38	3
Sulu.....	5,358.37	14,021.04	14,021.04	19,379.41	1	16	71
Surigao.....	44,973.60	93,081.40	93,081.40	165,780.00	47	4	24
Tarlac.....	17,322.00	53,312.31	11,614.09	82,248.40	27	16	4
Tayabas.....	22,000.00	52,692.79	4,935.00	79,627.79	19	18	4
Union.....	6,411.60	28,493.40	18,704.60	53,698.60	27	40	7
Zambales.....	6,800.00	18,426.60	12,713.00	43,946.60	33	21	7
Zamboanga.....	1,100.00	16,790.70	111,589.45	129,440.15	31	18	83
Total.....	1,856,975.29	4,203,183.87	2,534,868.04	8,595,027.20	2,918	1,062	867
Camarines Agricultural School.....	22,002.89			22,002.89		1	
Central Luzon Agricultural School.....	259,942.34			259,942.34		1	
Philippine Nautical School.....	101,090.00			101,090.00		1	
Philippine Normal School.....	223,397.83			223,397.83		1	
Philippine School of Arts and Trades.....	216,426.74			216,426.74		1	
Grand total.....	2,685,835.09	4,203,183.87	2,534,868.04	9,423,887.00	2,918	1,064	870

No. XXIV.—*School Buildings*

A table showing, by divisions and for the Islands, the number and the cost of permanent and semipermanent school buildings of standard and of special plan, owned by insular, provincial, and municipal governments (December 31, 1928), and the number of classes and per cent of all classes housed in such buildings.

Division	Standard Plan						Total		
	Permanent (Concrete)			Semipermanent (Wooden Construction)					
	Buildings	Rooms	Cost	Buildings	Rooms	Cost			
Abra.....	6	28	P127,039.66	1	3	P5,926.12	7	31	P132,965.78
Aguean.....	2	18	89,017.75	4	9	21,321.26	6	27	110,339.01
Albay.....	35	158	569,748.11	16	70	194,665.79	51	228	764,413.90
Antique.....	7	46	172,820.00	5	10	34,072.35	12	56	206,892.35
Bataan.....	5	36	172,972.01	15	48	76,562.05	20	84	249,534.06
Batanes.....	2	6	22,545.13				2	6	22,545.13
Batangas.....	30	156	576,213.35	26	97	296,277.50	56	253	872,490.85
Bohol.....	19	115	386,488.39	12	49	111,437.16	31	164	497,925.55
Bukidnon.....				6	9	33,476.33	6	9	33,476.33
Bulacan.....	21	135	426,949.36	20	96	261,147.01	41	231	688,096.37
Cagayan.....	13	101	517,624.18	4	24	53,382.70	17	125	571,006.88
Camarnes Norte.....	4	23	83,142.28	5	18	37,351.17	9	41	120,493.45
Camarnes Sur.....	19	81	274,288.51	13	47	115,664.79	32	128	389,953.30
Capiz.....	13	79	404,546.73	15	47	132,463.47	28	126	537,010.25
Cavite.....	22	100	383,361.37	8	26	77,099.20	30	126	460,460.57
Cebu.....	33	218	964,359.37	30	92	285,317.79	63	310	1,229,677.16
Cotabato.....				11	40	66,277.30	11	40	66,277.30
Davao.....	2	19	106,809.10	13	28	106,040.86	15	47	212,849.96
Ilocos Norte.....	20	110	375,860.86	14	61	186,982.21	34	171	562,843.07
Ilocos Sur.....	17	102	322,471.94	8	22	59,283.85	25	124	381,755.29
Iloilo.....	21	118	392,783.68	10	65	199,889.96	31	183	592,673.64
Iaabela.....	6	52	305,338.44	6	24	100,697.55	12	76	406,035.99
Laguna.....	30	217	786,726.48	5	19	58,559.37	35	236	845,285.85
Lanao.....	2	9	28,630.60	2	7	8,999.59	4	16	37,630.19
Leyte.....	47	201	602,758.99	42	130	269,315.00	89	331	872,073.99
Manila.....	7	147	825,731.13				7	147	825,731.13
Marinduque.....	7	43	167,647.22	14	32	65,806.20	21	75	233,453.42
Masbate.....	6	23	64,866.40	5	18	53,448.18	11	41	118,314.58
Mindoro.....	6	28	137,741.24	4	7	17,648.18	10	35	155,389.42
Misamis.....	14	84	338,174.50	10	31	76,036.42	24	115	414,210.92

Mountain	1	7	14, 166.69						1	7	14, 166.69
Nueva Ecija	14	64	161,844.68	13	70	182,181.51	27	134	27	134	344,026.19
Nueva Vizcaya	4	23	47,132.62	4	13	45,819.24	8	36	8	36	92,951.86
Occidental Negros	20	158	578,466.82	51	225	643,221.22	71	383	71	383	1,221,678.14
Oriental Negros	10	81	341,120.09	6	29	89,716.16	16	110	16	110	430,836.25
Palawan	1	3	8,483.10	12	27	68,826.07	13	30	13	30	77,309.17
Pampanga	20	143	469,341.32	17	40	83,883.37	37	183	37	183	553,224.69
Pangasinan	51	433	1,817,819.81	5	33	69,943.13	56	466	56	466	1,887,762.94
Rizal	19	105	443,763.18	29	113	265,296.12	48	218	48	218	709,069.30
Romblon	4	21	49,325.78	7	28	78,694.84	11	49	11	49	128,620.62
Samar	23	147	478,416.41	13	42	85,207.06	36	189	36	189	563,623.47
Sorsogon	16	69	198,939.95	10	31	81,325.44	26	100	26	100	275,265.39
Sulu	2	17	73,302.78	1	2	12,681.78	3	19	3	19	86,984.56
Surigao	8	30	111,968.95	6	34	124,746.17	14	64	14	64	236,715.12
Tarlac	35	166	627,572.86	16	46	84,939.39	51	212	51	212	712,512.25
Tayabas	24	202	714,952.83	18	40	103,534.77	42	242	42	242	818,487.10
Union	12	69	241,953.00	5	28	84,726.76	17	97	17	97	326,679.76
Zambales	8	46	125,197.22	6	27	98,367.77	14	73	14	73	223,564.99
Zamboanga	4	24	160,365.40	3	14	40,080.21	7	38	7	38	200,396.61
Total	692	4,261	16,286,979.92	546	1,971	5,228,289.87	1,238	6,232	1,238	6,232	21,515,269.79
Camarnes Agricultural School	1	6	21,467.44				1	6	1	6	21,467.44
Central Luzon Agricultural School	2	16	72,289.47	5	21	52,999.06	7	37	7	37	125,288.52
Philippine Nautical School	1	13	60,086.42				1	13	1	13	60,086.42
Philippine Normal School											
Philippine School of Arts and Trades											
Grand total	696	4,296	16,440,823.26	551	1,992	5,281,288.92	1,247	6,288	1,247	6,288	21,722,112.17

Division	Special Plan									
	Permanent (Concrete)				Semipermanent (Wooden Construction)				Total	
	Buildings	Rooms	Cost	Buildings	Rooms	Cost	Buildings	Rooms		
Abra.....	2	3	P4,000.00		6	12	P14,447.00	8	15	P18,447.00
Agusan.....					26	81	114,643.63	26	81	114,643.63
Albay.....	5	29	79,845.54		15	70	83,572.43	23	99	163,724.37
Antique.....	3	16	21,480.91		15	37	30,127.01	18	53	51,607.92
Bataan.....	1	8	6,186.41		10	34	41,170.31	11	42	47,356.72
Batanes.....	3	9	11,243.24		4	12	11,259.91	7	21	22,503.15
Batangas.....	7	45	100,333.43		43	133	160,041.49	50	178	280,374.92
Bohol.....	12	48	62,743.06		50	150	140,573.02	62	198	203,321.08
Bukidnon.....					4	11	34,980.20	4	11	34,980.20
Bulacan.....	2	14	43,000.00		92	222	241,767.77	94	236	290,767.77
Cagayan.....	2	7	27,724.80		4	10	16,732.63	6	17	44,457.53
Camarines Norte.....	1	5	6,269.20		16	62	33,789.75	17	57	40,058.95
Camarines Sur.....	3	20	70,447.73		63	123	160,680.36	66	143	231,128.15
Capiz.....	11	42	46,024.90		20	65	63,271.97	31	107	109,296.87
Cavite.....	6	47	39,662.03		19	56	47,763.48	25	103	147,425.51
Cebu.....	11	83	160,821.83		51	219	372,230.89	62	302	533,062.22
Comabato.....					13	16	77,982.52	13	16	77,982.52
Davao.....					13	25	33,153.01	13	25	33,153.01
Ilocos Norte.....	16	97	613,477.04		18	59	60,126.66	34	156	673,603.70
Ilocos Sur.....	49	164	182,546.58		20	60	88,651.63	69	224	271,198.21
Iloilo.....	17	97	580,940.73		61	195	303,953.57	78	292	884,899.30
Isabela.....					9	25	48,693.16	9	25	48,693.16
Laguna.....	8	49	153,161.33		54	168	269,826.02	62	217	422,987.35
Lanao.....	1	1	1,443.51		48	121	115,115.97	49	122	116,559.48
Leyte.....	6	16	71,606.34		216	506	686,396.24	222	522	758,002.58
Manila.....	18	275	1,154,885.04		25	310	1,534,430.97	43	585	2,689,316.01
Marinduque.....	3	15	16,680.00		24	41	44,952.56	27	56	60,632.56
Masbate.....	1	5	9,560.11		17	52	53,546.57	18	57	63,106.68
Mindoro.....					13	30	47,135.44	13	30	47,135.44
Misamis.....	1	2	15,000.00		115	322	216,200.96	116	324	231,200.96
Mountain.....	3	47	122,548.23		56	201	245,648.11	59	248	368,196.34
Nueva Ecija.....	3	32	243,251.51		32	109	111,895.34	35	141	355,146.85

Nueva Vizcaya.....	1	8	34,938.06	28	53	80,823.23	29	61	115,761.29
Occidental Negros.....	6	15	52,833.17	51	152	228,733.55	57	167	281,566.82
Oriental Negros.....	7	33	62,815.29	17	35	44,445.19	24	91	108,458.48
Palawan.....	1	7	7,589.18	12	37	45,524.81	13	44	53,113.99
Pampanga.....	3	24	56,513.11	40	126	229,315.48	43	150	285,828.59
Pangasinan.....	10	49	136,530.61	59	214	395,738.26	69	263	534,268.87
Rizal.....	9	79	141,108.18	56	111	143,722.11	65	190	284,831.29
Romblon.....	1	12	13,000.00	6	28	37,547.60	7	40	50,547.60
Samar.....	2	10	12,378.15	53	112	174,558.26	55	122	186,936.41
Sorsogon.....	3	32	186,370.82	1	2	2,446.28	4	34	188,816.60
Sulu.....				18	27	135,958.33	18	27	135,958.33
Surigao.....				28	70	100,583.99	28	70	100,583.99
Tarlac.....	1	6	4,000.00	18	56	91,980.34	19	62	95,980.34
Tayabas.....	2	14	99,045.95	30	120	136,854.40	32	134	235,900.15
Union.....	9	68	111,971.14	4	28	37,670.55	13	96	149,641.69
Zambales.....				19	84	93,850.08	19	84	93,850.08
Zamboanga.....	2	29	447,180.25	115	155	217,218.43	117	184	664,898.68
Total.....	252	1,562	5,277,361.47	1,730	4,940	7,704,041.88	1,982	6,502	12,981,403.35
Camarines Agricultural School.....	1	1	4,449.00	13	44	71,416.77	14	45	75,865.77
Central Luzon Agricultural School.....	8	34	332,590.74	31	105	170,103.77	39	139	502,694.51
Philippine Nautical School.....									
Philippine Normal School.....	3	137	1,000,159.43				3	137	1,000,159.43
Philippine School of Arts and Trades.....	2	14	221,793.66				2	14	221,793.66
Grand total.....	266	1,748	6,836,354.30	1,774	5,089	7,945,562.42	2,040	6,837	14,781,916.72

No. XXIV.—School Buildings—Continued

Division	Grand Total			Number and Percentage of Classes in Permanent and Semi permanent Buildings			
	Buildings	Rooms	Cost	Total Number of Classes in Permanent and Semi-permanent Buildings	Percentage of Total Number of Classes Housed in Permanent and Semi-permanent Buildings	Total Number of School Buildings Including Temporary	Percentage of Total Number of School Buildings Which are Permanent or Semi-permanent
Abra.....	15	46	P151,412.78	232	72	78	19
Agusan.....	32	108	224,982.64	333	130	39	35
Albay.....	74	327	928,138.27	625	362	204	36
Antique.....	30	109	258,500.27	393	72	85	35
Bataan.....	31	126	296,890.78	166	106	52	60
Batanes.....	9	27	45,048.28	53	7	13	61
Batangas.....	106	431	1,132,865.77	760	317	209	50
Bohol.....	93	362	701,246.83	1,252	510	337	28
Bukidnon.....	10	20	68,456.53	206	20	119	9
Bulacan.....	135	467	978,864.14	632	453	225	60
Cagayan.....	23	142	615,464.41	492	168	175	13
Camarines Norte.....	26	98	160,552.40	130	81	84	77
Camarines Sur.....	98	271	621,081.45	289	313	156	63
Capiz.....	59	233	646,307.12	523	323	183	32
Cavite.....	55	229	607,886.06	404	163	89	62
Cebu.....	125	612	1,762,729.38	1,392	612	440	28
Cotabato.....	24	56	144,259.82	339	76	107	23
Davao.....	28	72	246,002.97	231	92	132	14
Ilocos Norte.....	68	327	1,236,446.77	547	337	196	35
Ilocos Sur.....	94	348	682,953.50	608	368	223	42
Iloilo.....	109	475	1,477,572.94	987	316	335	33
Isabela.....	21	101	454,729.15	435	84	19	102
Laguna.....	97	453	1,288,273.20	550	294	53	21
Lanao.....	53	138	154,189.67	222	101	45	81
Leyte.....	311	853	1,630,076.57	1,227	674	437	77
Manila.....	50	732	3,515,047.14	770	770	50	100
Marinduque.....	48	131	294,085.98	170	101	56	86
Masbate.....	29	98	131,421.26	217	93	65	45

Mindoro	23	65	202,524.86	352	65	18	74	31
Misamis	140	439	645,411.88	787	327	43	215	65
Mountain	60	255	382,363.03	807	95	12	145	41
Nueva Ecija	62	275	699,173.04	891	255	43	183	34
Nueva Vizcaya	37	97	208,713.15	138	80	58	45	82
Occidental Negros	128	550	1,503,244.96	741	594	80	215	60
Oriental Negros	40	181	533,294.73	487	156	32	153	26
Palawan	26	74	130,423.16	286	81	28	91	29
Pampanga	80	333	839,053.28	693	472	68	187	51
Pangasinan	125	729	2,422,081.81	1,179	801	67	354	35
Rizal	113	408	993,890.59	603	408	68	118	96
Romblon	18	89	179,168.22	172	66	38	68	26
Samar	91	311	750,559.88	686	234	34	200	46
Sorsogon	30	134	464,081.99	364	130	27	109	27
Sulu	21	46	222,542.89	418	46	36	119	18
Surigao	42	134	337,299.11	392	160	41	131	31
Tarlac	70	274	808,492.59	654	351	53	157	45
Tayabas	74	376	1,054,387.25	837	424	51	165	45
Union	30	193	476,321.45	498	116	24	136	22
Zambales	33	157	317,415.07	253	157	62	78	42
Zamboanga	124	222	864,794.29	340	222	65	129	96
Total	3,220	12,734	34,496,673.14	25,464	12,124	48	7,425	43
Camarines Agricutural School	15	51	97,333.21	4	4	100	15	100
Central Luzon Agricutural School	46	176	627,983.03	22	22	100	46	100
Philippine Nautical School	1	13	60,086.42	13	13	100	1	100
Philippine Normal School	3	137	1,000,158.43	138	138	100	2	100
Philippine School of Arts and Trades	2	14	221,753.66	12	12	100	2	100
Grand total	3,287	13,125	36,504,028.89	25,653	12,313	48	7,491	44

No. XXV.—*Insular Funds for School-Building Construction*

A table showing, by divisions and for the Islands, the insular funds released during the calendar year 1928, and used for the construction of school buildings.

	Elementary School Buildings	High School Buildings	Normal School Buildings	Trade School Buildings	Agricultural School Buildings	Total
Abra	₱9,000				₱15,000	₱24,000
Agusan	7,000				10,000	17,000
Albay	61,000		₱100,000		20,000	181,000
Antique	11,000					11,000
Bataan	10,000					10,000
Batanes	7,000					7,000
Batangas	53,000					53,000
Bohol	45,000					45,000
Bukidnon	4,000				10,000	14,000
Bulacan	14,000					14,000
Cagayan	19,000					19,000
Camarines Norte	16,000					16,000
Camarines Sur	36,000				10,000	46,000
Capiz	48,000			₱20,000	10,000	78,000
Cavite	35,000				10,000	45,000
Cebu	113,000					113,000
Cotabato	5,000					5,000
Davao	8,000					8,000
Ilocos Norte	39,000					39,000
Ilocos Sur	38,000				5,000	43,000
Iloilo	67,500					67,500
Isabela	20,000					20,000
Laguna	25,000					25,000
Lanao	4,000				10,000	14,000
Leyte	47,000				10,000	57,000
Marinduque	26,000					26,000
Masbate	15,000					15,000
Mindoro	9,000					9,000
Misamis	30,000					30,000
Mountain					10,000	10,000
Nueva Ecija						
Nueva Vizcaya					10,000	10,000
Occidental Negros	35,000					35,000
Oriental Negros	42,000					42,000
Palawan	9,000				10,000	19,000
Pampanga	25,000				10,000	35,000
Pangasinan	34,000					34,000
Rizal	56,000					56,000
Romblon	13,000					13,000
Samar	20,000				10,000	30,000
Sorsogon	28,000					28,000
Sulu	11,000				10,000	21,000
Surigao	14,000					14,000
Tarlac	18,000					18,000
Tayabas	31,000			20,000		51,000
Union	21,000			10,000		31,000
Zambales	20,000	₱25,000				45,000
Zamboanga	11,000					11,000
Total	1,209,500	25,000	100,000	50,000	170,000	1,554,500
Central Luzon Agricultural School					40,000	40,000
Grand total	1,209,500	25,000	100,000	50,000	210,000	1,594,500

No. XXVI.—*Number of Schools*

A table showing, by divisions and for the Islands, the number of elementary and secondary schools for September, 1928.

Division	Elementary			Secondary	Grand total
	Central	Barrio	Total		
Abra	28	51	79	2	81
Agusan	61	34	95	2	97
Albay	53	149	202	5	207
Antique	23	67	90	1	91
Bataan	21	17	38	1	39
Batanes	12	5	17	1	18
Batangas	48	118	166	2	168
Bohol	74	246	320	3	323
Bukidnon	15	48	63	2	65
Bulacan	46	159	205	2	207
Cagayan	51	119	170	4	174
Camarines Norte	17	19	36	1	37
Camarines Sur	53	83	136	3	139
Capiz	54	123	177	3	180
Cavite	42	34	76	4	80
Cebu	115	318	433	3	436
Cotabato	21	78	99	3	102
Davao	33	97	130	2	132
Ilocos Norte	43	137	180	4	184
Ilocos Sur	65	139	204	5	209
Iloilo	72	224	296	3	299
Isabela	29	82	111	5	116
Laguna	53	71	124	1	125
Lanao	17	54	71	2	73
Leyte	92	259	351	4	355
Manila	68	—	68	7	75
Marinduque	11	33	44	1	45
Masbate	15	42	57	1	58
Mindoro	28	62	90	2	92
Misamis	44	166	210	1	211
Mountain	66	176	242	2	244
Nueva Ecija	51	126	177	1	178
Nueva Vizcaya	23	25	48	2	50
Occidental Negros	52	139	191	1	192
Oriental Negros	50	94	144	3	147
Palawan	27	64	91	2	93
Pampanga	42	110	152	3	155
Pangasinan	99	245	344	4	348
Rizal	56	74	130	1	131
Romblon	18	46	64	2	66
Samar	80	172	252	3	255
Sorsogon	32	88	120	2	122
Sulu	5	117	122	4	126
Surigao	27	88	115	1	116
Tarlac	34	121	155	2	157
Tayabas	58	106	164	1	165
Union	38	88	126	2	128
Zambales	30	39	69	3	72
Zamboanga	21	155	176	2	178
Total	2, 113	5, 107	7, 220	121	7, 341
Camarines Agricultural School	—	—	—	1	1
Central Luzon Agricultural School	—	—	—	1	1
Philippine Nautical School	—	—	—	1	1
Philippine Normal School	2	—	2	1	3
Philippine School of Arts and Trades	—	—	—	1	1
Grand total	2, 115	5, 107	7, 222	126	7, 348

No. XXVII.—*Complete and Incomplete Elementary Schools*

A table showing, by divisions and for the Islands, the number of elementary schools in which the highest grade is the first, second, and so forth, to the seventh, and the enrolment in these schools, September, 1928.

Division	Grade I						Grade II						Grade III						Grade IV					
	Number of schools			Monthly enrolment			Number of schools			Monthly enrolment			Number of schools			Monthly enrolment			Number of schools			Monthly enrolment		
	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total
Abra	2	—	2	71	—	71	15	—	15	548	—	548	12	—	12	431	—	431	21	—	21	1,420	—	1,420
Aguasan	1	—	1	45	—	45	1	—	1	46	—	46	6	—	6	260	—	260	11	39	50	890	—	890
Albay	13	13	26	723	—	723	62	—	62	3,416	—	3,416	16	—	16	947	—	947	58	3	61	6,733	—	6,733
Anique	4	—	4	182	—	182	7	—	7	313	—	313	3	—	3	157	—	157	50	2	52	5,480	—	5,480
Bataan	1	—	1	51	—	51	7	—	7	322	—	322	4	—	4	155	—	155	5	—	5	766	—	766
Batanes	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Batangas	3	—	3	184	—	184	26	—	26	1,552	—	1,552	12	—	12	1,213	—	1,213	5	—	5	243	—	243
Bohol	5	5	10	336	—	336	69	—	69	3,703	—	3,703	19	—	19	1,578	—	1,578	140	1	141	7,845	—	7,845
Bukidnon	2	—	2	80	—	80	1	—	1	28	—	28	23	—	23	1,110	—	1,110	19	—	19	1,534	—	1,534
Bulacan	3	—	3	146	—	146	43	—	43	2,165	—	2,165	21	—	21	1,892	—	1,892	90	—	90	10,605	—	10,605
Cagayan	2	—	2	108	—	108	38	—	38	1,849	—	1,849	19	—	19	984	—	984	46	2	48	5,290	—	5,290
Camarines Norte	—	—	—	—	—	—	4	—	4	148	—	148	4	—	4	313	—	313	9	1	10	642	—	642
Camarines Sur	3	—	3	161	—	161	31	—	31	1,659	—	1,659	10	—	10	763	—	763	39	12	51	4,204	—	4,204
Capiz	—	—	—	—	—	—	37	—	37	1,782	—	1,782	7	—	7	504	—	504	65	2	67	7,691	—	7,691
Cavite	1	—	1	55	—	55	10	—	10	737	—	737	4	—	4	412	—	412	12	5	17	2,073	—	2,073
Cebu	11	11	22	495	—	495	100	—	100	5,615	—	5,615	37	—	37	3,024	—	3,024	156	—	156	18,701	—	18,701
Corbato	4	—	4	107	—	107	21	—	21	924	—	924	19	—	19	1,117	—	1,117	27	2	29	2,017	—	2,017
Davao	2	—	2	72	—	72	28	—	28	1,092	—	1,092	35	—	35	1,632	—	1,632	27	6	33	2,050	—	2,050
Ilocos Norte	3	—	3	128	—	128	48	—	48	2,152	—	2,152	17	—	17	859	—	859	61	1	62	5,834	—	5,834
Ilocos Sur	8	—	8	402	—	402	29	—	29	1,353	—	1,353	16	—	16	846	—	846	74	5	79	7,222	—	7,222
Iloilo	2	—	2	120	—	120	32	—	32	1,866	—	1,866	70	—	70	4,428	—	4,428	84	2	86	9,920	—	9,920
Isabela	4	—	4	174	—	174	28	—	28	1,300	—	1,300	9	—	9	700	—	700	35	3	38	3,605	—	3,605
Laguna	—	—	—	—	—	—	20	—	20	1,082	—	1,082	7	—	7	785	—	785	35	5	40	4,294	—	4,294
Lanao	7	—	7	290	—	290	12	—	12	452	—	452	4	—	4	180	—	180	13	1	14	1,809	—	1,809
Leyte	1	—	1	52	—	52	91	—	91	4,830	—	4,830	53	—	53	5,879	—	5,879	104	2	106	16,109	—	16,109
Manila	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Marinduque	1	—	1	660	—	660	15	—	15	819	—	819	1	—	1	40	—	40	17	1	18	1,931	—	1,931
Masbate	—	—	—	—	—	—	16	—	16	874	—	874	4	—	4	340	—	340	12	1	13	1,644	—	1,644

Mindoro	6	6	294	294	20	37	20	896	2,157	896	2,157	4	4	148	1,367	148	1,367	30	2	32	2,245	131	2,376
Misamis																		78	1	79	10,188	101	10,289
Mountain	4	4	198	198	7	1	8	307	49	356	17	1	18	769	51	820	15	5	20	1,203	497	1,700	
Nueva Ecija					53	53	53	2,482		2,482		8	8	618		618	57	2	59	5,728	9,380	15,608	
Nueva Vizcaya	2	2	107	107	3	1	4	167	32	199	5	1	6	272	52	324	9	4	13	9,999	476	1,474	
Occidental Negros	2	2	98	98	37	37	37	2,263		2,263	16	16	1,866		1,866	72		72	11,402		11,402		
Oriental Negros	2	2	98	98	37	37	37	2,209		2,209	26	26	2,294		2,294	28		28		28	3,790	3,790	
Palawan	1	1	29	29	5	5	5	113		113	7	7	208		208	25		25		25	1,494	1,494	
Pampanga	23	23	1,157	1,157	40	40	40	2,165		2,165	17	17	1,590		1,590	39		39		39	5,704	5,704	
Pangasinan	5	5	234	234	84	84	84	4,354		4,354	27	27	1,878		1,878	108		108		108	11,294	11,294	
Rizal	3	3	138	138	29	29	29	1,645		1,645	4	4	557		557	30		34		34	4,977	769	
Romblon					15	15	15	629		629	7	7	484		484	19		20		20	1,963	99	
Samar	17	17	843	843	40	40	40	2,061		2,061	54	2	56	2,572	70	2,642	58		63		63	4,882	580
Sorsogon	3	3	158	158	53	53	53	2,734		2,734	20	20	2,044		2,044	12		12		12	1,878	1,878	
Sulu	3	3	134	134	16	16	16	917		917	11	11	652		652	66		67		67	6,698	309	
Surigao	4	4	236	236	51	51	51	2,640		2,640	7	7	499		499	26		33		33	3,267	1,464	
Tarlac	5	5	217	217	48	48	48	2,037		2,037	7	7	456		456	56		56		56	6,144	6,144	
Tayabas	2	2	70	70	53	53	53	2,270		2,270	21	21	1,522		1,522	29		29		29	3,629	3,629	
Union	4	4	190	190	3	3	3	152		152	4	1	5	172	44	216	53		54		54	6,280	98
Zambales					13	13	13	538		538	2	2	193		193	22		22		22	2,240	2,240	
Zamboanga	9	9	371	371	31	31	31	1,491		1,491	16	16	879		879	54		56		56	4,670	658	
Total	175	1	176	8,456	660	9,116	1,466	74,804	155	74,959	732	9	741	51,589	491	52,080	2,179	150	2,329	247,751	43,403	291,154	
Philippine Normal School																							
Grand total	175	1	176	8,456	660	9,116	1,466	74,804	155	74,959	732	9	741	51,589	491	52,080	2,179	150	2,329	247,751	43,403	291,154	

No. XXVII.—Complete and Incomplete Elementary Schools—Continued

Division	Grade V						Grade VI						Grade VII						Total Elementary						
	Number of schools			Monthly enrollment			Number of schools			Monthly enrollment			Number of schools			Monthly enrollment			Number of schools			Monthly enrollment			
	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total	
Abra	1	1	2	200	172	372			496	496		8			2,936			2,936	51	17	68	2,670	3,972	6,642	
Agusan	4	11	15	682	1,149	1,831			2,788	2,788		3	3	6	1,120	1,528	2,648	2,648	26	53	79	3,043	4,658	7,701	
Albay		4	4		2,092	2,092			2,788	2,788		19	19	38	7,127	7,127	14,254	14,254	11,819	15,522	27,341	15,522	15,522	27,341	
Antique								1	102	102		2	6	8	679	4,966	5,545	5,545	79	66	13	6,791	5,953	12,744	
Bataan		3	3		687	687						6	6	12	3,548	3,548	7,096	7,096	1,294	29	12	29	1,294	4,395	6,229
Batanes									218	218						572	572	572	11	6	11	243	853	1,096	
Batangas		1	1	298	298	298			569	569		22	22	44	12,622	12,622	25,244	25,244	11,361	26	142	164	13,667	25,028	38,696
Bohol	1	5	6		879	879			351	351		1	33	34	211	14,950	15,161	30,111	23,263	43	275	318	16,520	39,783	56,303
Bukidnon								4	48	254	302	1	23	24	37	14,766	14,766	29,532	14,954	10	57	67	2,887	3,877	6,764
Bulacan			1	146		146						23	23	46		14,766	14,766	29,532	14,954	23	181	204	14,766	29,720	40,674
Cagayan	4	3	7	890	752	1,642			464	464	1,040	1	20	21	300	10,517	10,517	21,034	9,997	27	139	166	11,945	21,942	33,887
Camarines Norte	1	2	3	85	525	610			1,905	1,905		6	6	12	2,724	2,724	5,448	5,448	27	83	110	3,369	4,557	7,926	
Camarines Sur		1	1		285	285			1,139	1,139	1,818	4	22	26	1,529	12,326	13,855	25,181	6,787	33	127	160	17,501	25,282	42,783
Capiz	3	1	4	579	367	946			818	818	1,318	2	15	17	994	9,766	10,760	20,760	4,584	23	145	168	12,846	17,430	30,276
Cavite	1	2	3	313	327	640						2	15	17						24	54	78			
Cebu	1	3	4	247	633	880			593	945	5	48	53	4	523	26,537	31,060	32,957	32,957	54	366	420	27,763	60,720	88,483
Cotabato	1	1	2	136	136	272			443	443	791	2	9	9	9	1,885	1,885	3,770	4,749	22	86	108	2,351	7,100	9,451
Davao	1	2	3	47	225	272			445	445	445	2	5	7	209	1,660	1,869	3,529	5,102	95	122	117	2,969	8,071	11,042
Ilocos Norte	1	1	2	229	229	458			197	197	353	2	21	23	512	12,553	13,065	25,617	9,911	133	156	9,911	12,960	22,701	35,602
Ilocos Sur		1	1		154	154			376	724	1,100	4	26	30	1,359	12,572	13,931	26,503	11,558	36	169	205	13,816	25,374	39,190
Iloilo	3	1	4	829	342	1,171			1,598	849	2,447	9	33	42	4,927	23,738	28,665	33,592	20,5	38	243	23,688	25,740	49,428	
Isabela	2	3	5	467	481	948			806	1,104	1,910	9	24	33	5,592	5,592	11,184	6,544	15	94	109	7,015	13,559	20,614	
Laguna	2	2	4	293	293	586			626	626		24	24	48	19,953	19,953	39,906	7,080	20	95	115	2,442	4,891	7,333	
Lanao	2	2	4	140	209	349			133	611	744	5	5	10	1,594	1,594	3,188	2,849	56	56	112	2,042	4,891	6,933	
Leyte	1	5	6	235	1,292	1,527			629	787	1,416	36	36	72	28,324	28,324	56,648	27,734	46	303	349	31,487	59,221	90,708	
Manila									940	940		30	30	60	38,267	38,267	76,534	51,976	43	43	86	51,976	103,952	155,928	
Marinduque																4,021	4,021	8,042	3	6	39	2,790	7,130	9,920	
Masbate	2		2	445		445			681	681		1	7	8	440	3,663	4,103	4,424	4,424	33	8	45	4,424	3,897	8,321
Mindoro	3	3	6	321	321	642						13	13	26	2,229	4,288	6,517	3,839	15	73	88	3,839	4,418	8,257	
Misamis	11	3	14	1,949	508	2,457			707	707	1,596	2	15	17	821	9,070	9,891	17,665	17,665	23	175	198	17,665	10,386	28,051

Mountain.....	24	3	27	2,043	124	2,167	18	3	21	1,842	193	2,035	27	23	50	3,619	4,209	7,828	108	36	144	9,783	5,123	14,906
Nueva Ecija.....	1	2	1	25	25	25	2	1	3	100	81	181	24	24	24	4	4,575	4,575	125	17	152	9,151	14,536	23,687
Nueva Vizcaya.....	1	2	3	197	266	463	2	2	4	513	449	962	1	3	4	271	1,869	2,140	21	13	34	2,419	3,143	5,562
Occidental Negros.....	1	2	1	257	257	257	2	1	3	693	419	1,112	3	25	28	1,616	24,564	26,180	133	26	159	18,204	24,983	43,187
Oriental Negros.....	1	2	3	329	754	1,083	---	4	4	---	1,659	1,659	---	19	19	---	3,261	3,261	94	23	119	8,720	11,674	20,394
Palawan.....	5	1	6	250	28	278	7	3	10	736	220	956	1	9	10	107	2,112	2,219	51	13	64	2,937	2,360	5,297
Pampanga.....	4	---	4	1,147	---	1,147	1	1	2	323	329	652	2	20	22	617	12,838	13,455	103	21	124	11,546	13,167	24,713
Pangasinan.....	1	6	7	249	4,216	4,465	1	4	5	339	2,087	2,426	---	40	40	---	23,657	23,657	244	50	294	19,271	29,960	49,231
Rizal.....	2	2	4	991	381	1,372	4	3	7	1,077	835	1,912	18	18	---	---	12,369	12,369	74	27	101	9,481	14,354	23,835
Romblon.....	1	2	3	194	569	763	---	2	2	---	1,200	1,200	---	5	5	---	1,926	1,926	45	10	55	3,408	3,794	7,202
Samar.....	2	5	7	319	576	895	---	7	7	---	1,905	1,905	---	25	25	---	11,820	11,820	171	44	215	10,327	14,951	25,578
Sorsogon.....	---	1	1	---	250	250	---	1	1	---	483	483	---	14	14	---	9,524	9,524	88	16	104	6,314	10,257	17,071
Sulu.....	---	3	3	---	536	536	---	1	1	---	74	74	---	9	9	---	2,787	2,787	96	14	110	8,401	3,706	12,107
Surigao.....	---	2	2	---	614	614	---	2	2	---	635	635	---	6	6	---	3,478	3,478	88	17	105	6,642	6,191	12,833
Tarlac.....	---	3	3	92	---	92	---	---	---	---	---	---	2	17	19	114	11,315	11,429	121	17	138	9,060	11,315	20,375
Tayabas.....	---	3	3	---	715	715	---	5	5	---	2,312	2,312	1	20	21	248	20,523	20,771	106	28	134	7,739	23,550	31,289
Union.....	6	---	2	1,504	---	1,504	4	3	7	1,221	662	1,873	2	16	17	663	11,104	11,767	76	20	96	10,192	11,898	22,090
Zambales.....	2	---	2	247	---	247	---	2	2	---	726	726	---	14	14	---	6,664	6,664	39	16	55	3,218	7,390	10,608
Zamboanga.....	10	1	11	1,062	64	1,126	9	1	10	1,598	385	1,983	4	6	10	867	1,944	2,811	133	10	143	10,938	3,051	13,989
Total.....	110	87	197	27,437	20,235	37,672	82	106	188	16,258	30,339	46,597	83	807	890	26,012	476,507	502,519	4,827	1,164	5,991	442,307	571,790	1,014,097
Philippine Normal School.....	---	---	---	---	---	---	---	---	---	---	---	---	---	1	1	---	836	836	---	1	1	---	836	836
Grand total.....	110	87	197	17,437	20,235	37,672	82	106	188	16,258	30,339	46,597	83	808	891	26,012	477,343	503,355	4,827	1,165	5,992	442,307	572,626	1,014,933

No. XXVII.—*Complete and Incomplete Elementary Schools—Continued*
A summary of the enrolment in complete and incomplete elementary schools for September, 1928.

Items	Grade I			Grade II			Grade III			Grade IV		
	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total
Number of schools in which the highest grade is the grade shown in the column headings-----	175	1	176	1,466	4	1,470	732	9	741	2,179	150	2,329
Monthly enrolment in schools in which the highest grade is the grade shown in the column headings-----	8,456	660	9,116	74,804	155	74,959	51,589	491	52,080	247,751	43,403	291,154
Per cent of total elementary enrolment in schools in which the highest grade is the grade shown in the column headings-----	.83	.07	.90	7.37	.02	7.39	5.03	.05	5.13	24.41	4.28	28.69

Items	Grade V			Grade VI			Grade VII or Complete Elementary		
	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total
Number of schools in which the highest grade is the grade shown in the column headings-----	110	87	197	82	106	188	83	808	891
Monthly enrolment in schools in which the highest grade is the grade shown in the column headings-----	17,437	20,235	37,672	16,258	30,339	46,597	26,012	477,343	503,355
Per cent of total elementary enrolment in schools in which the highest grade is the grade shown in the column headings-----	1.72	1.99	3.71	1.60	2.99	4.59	2.56	47.03	49.59

Items	Grade V			Grade VI			Grade VII or Complete Elementary		
	Barrio	Central	Total	Barrio	Central	Total	Barrio	Central	Total
Per cent of the total elementary enrolment in schools of which the highest grade is Grade I-----	.83	.07	.90	.83	.07	.90	.83	.07	.90
Per cent of the total elementary enrolment in schools of which the highest grades are Grades I or II-----	8.20	.08	8.28	8.20	.08	8.28	8.20	.08	8.28
Per cent of the total elementary enrolment in schools of which the highest grades are Grades I or II or III-----	13.29	.13	13.42	13.29	.13	13.42	13.29	.13	13.42
Per cent of the total elementary enrolment in schools of which the highest grades are Grades I or II or III or IV-----	37.70	4.40	42.10	37.70	4.40	42.10	37.70	4.40	42.10

**Appendix E.—CURRENT PUBLICATIONS OF THE BUREAU OF
EDUCATION**

COURSES OF STUDY

For Normal schools:

- Course of Study in Arithmetic for Normal Schools. 1927 (mimeographed).
- Course in Arithmetic Methods for High-School Graduates in Normal Schools. 1927.
- Course of Study in Geography for Normal Schools. 1927. (mimeographed).
- Course in Methods in Philippine History and Government for Normal Schools (For High School Graduates) 1928. (mimeographed).
- Methods Course in Language for Normal Schools. 1927. (mimeographed).
- Course in Physiology, Hygiene, and Sanitation for Normal Schools. 1927. (mimeographed).
- Outline of a Course in Principles of Teaching for Normal Schools. 1927. (mimeographed).
- Course of Study in Reading for Normal Schools. 1927. (mimeographed).
- An Outline of a Brief Course in Elementary Educational Psychology. 1928.
- Course in Writing for Normal Schools. 1927. (mimeographed).

For academic secondary schools:

- Secondary Course in English Composition. 1927.
- Revised Course of Study in Literature for Academic High Schools and Normal Schools. 1927.
- Course of Study in Cooking for High Schools. Second Year. 1920. (out of print).
- An Outline of the Minimum Laboratory Requirements in General Science. 1928.
- Physical Education. F. O. England. 1922.
- Outline for First-Year United States History and Civics. General Instructions No. 5, s. 1926.
- Course of Study, Manila Central High School (1926).

For agricultural schools:

- Course of Study in Literature for Agricultural and Rural High Schools. 1928.
- Outlined Course of Study in Animal Husbandry for Farm and Agricultural Schools. 1928.
- Outlined Course of Study in Civic Biology for Farm and Agricultural Schools. 1928.
- Outlined Course of Study in Farm Economics Including Farm Management and Coöperative Farm Extension-Work for Farm and Agricultural Schools. 1928.

For agricultural schools—Continued.

Outlined Course of Study in Horticulture for Farm and Agricultural Schools. 1928.

Outlined Course of Study in Major Farm Crops for Farm and Agricultural Schools. 1928.

Outlined Course of Study in Plant Diseases and Pests for Farm and Agricultural Schools. 1928.

Outlined Course of Study in Practical Farm Business Arithmetic for Farm and Agricultural Schools. 1928.

Outlined Course of Study in Practical Farm Physics, Farm Engineering, and Mechanics for Farm and Agricultural Schools. 1928.

Tentative Course of Study for Farm and Agricultural Schools (Intermediate and Secondary). 1918.

For trade schools:

Course of Study in Literature for Secondary Trade Schools. 1927 (mimeographed).

Course of Study for Provincial Secondary Trade Schools. Circular No. 52, s. 1927 (outline).

Manual in Woodworking for Philippine Public Schools. Second Edition. 1917.

For elementary schools:

Course of Study for Intermediate Grades, with suggestions to teachers. 1926.

Course of Study for Primary Grades, with suggestions to teachers. 1924.

Course of Study in Home Geography for Grade III. 1928.

Course of Study in Music for Primary Grades. 1926.

Course of Study in Phonics for Primary Grades. 1928.

Course of Study, Manila Central Intermediate School. 1926.

Course of Study, Manila Central Primary School. 1926.

Drawing Course of Study for Primary Grades. 1926.

RULES AND REGULATIONS

Circulars. 1901 to date.

Memorandums. 1916 to date.

Service Manual. 1927.

APPROVED LIBRARY LISTS¹

A Library Manual for the Instruction and Assistance of School Librarians. 1924.

List of Library Books for Primary Grades. 1923.

Supplementary List of Library Books for Primary Grades. 1925.

Supplementary List of Library Books for Primary Grades. 1926.

List of Library Books for Intermediate Grades. 1923.

Supplementary List of Library Books for Intermediate Grades. 1925.

Supplementary List of Library Books for Intermediate Grades. 1926.

List of Books for Secondary-School Libraries. 1923.

Supplementary List of Books for Secondary-School Libraries. 1925.

Supplementary List of Books Recommended for the Use of Teachers and Supervisors. 1925.

¹ Now being consolidated in one volume and brought up to date.

Supplementary List of Books Recommended for the Use of Teachers and Normal-School Students. 1926.

TEXTBOOKS AND MANUALS

- Civics, Hygiene, and Sanitation, for use in Grades I to VI, inclusive; a manual for teachers. 1922.
- Elementary Home Economics; a textbook for girls in the intermediate schools of the Philippine Islands. 1925.
- Embroidery; a manual for use in Philippine public schools. 1920.
- English Composition; a manual for use in Philippine secondary schools. 1926.
- Food and Health; a manual for the teacher of food and health in the first year high school. 1928.
- Good Manners and Right Conduct; for use in primary grades (Revised) Bulletin No. 47. 1918 (out of print).
- Health; a manual for teachers. Published concurrently by the Bureau of Education and the Philippine Health Service. 1928.
- Library Lessons for Philippine High Schools. 1926.
- Manual for Mechanical Drawing in Elementary Schools; with suggestions to teachers. 1928.
- Philippine Prose and Poetry. 1928.
- School and Home Gardening; a manual for teachers of gardening in elementary schools. 1926.
- Selected Short Poems; by representative American authors. Annotated by George W. St. Clair. 1927.
- Sewing; for use in the first year of the high school domestic-science course. 1924. (out of print).
- Supplementary Problems in Arithmetic; for use in sixth-grade, seventh-grade, and first-year classes of schools of agriculture. 1924.
- Supplementary Problems in Arithmetic for Trade Schools and Trade Classes in Philippine Public Schools. 1924.
- Supplementary Problems in Arithmetic for Domestic Science Classes (revised), for use in Grades VI and VII, 1917.
- Woodworking for Beginners; a textbook for use in the trade schools and school shops of the Philippines. 1920.

MISCELLANEOUS

- Annual Report of the Director of Education. 1901 to date.
- School Directory; a list of the insular employees of the Bureau of Education, with their assignments and stations. 1920 to date.

PERIODICALS

- Philippine Public Schools; a monthly magazine for teachers. 1928.
- The School News Review (Issued twice a month, July to March, inclusive).

TESTS

- Condensed Testing Guide or Manual of Directions for the Administration of the Philippine Educational Achievement Tests Series G—Primary Course of Study.
- Testing Guide or Manual of Directions for the Administration of the Philippine Educational Achievement Tests. Series A—Arithmetic; Series B—Reading; Series C—Language, Dictation, and Composition. 1927.

Testing Guide or Manual of Directions for the Administration of the
Philippine Educational Achievement Tests. Series D—Music. 1927.

Printed:

Philippine Educational Achievement Tests—

Series A (Arithmetic) Forms I and II.

Series B (Reading) Forms I and II.

Series C (Language, Dictation, and Composition) Forms I and II.

Series D (Music) Form I.

Series E (Preliminary Form) (U. S. History).

Series F (Home Economics).

Test 1—Food Selection and Diet.

Test 2—Sewing.

Series G (Primary Course of Study).

Test 1—Language.

Test 2—Reading, Spelling, and Phonics.

Series H (General Science).

Mimeographed:

Philippine Educational Achievement Tests—

Series D, Form II.

Primary.

Intermediate.

Advanced.

Series G (Primary Course of Study).

Test 3—Writing, Arithmetic, Music, etc.

Series I.

Form A—Educational Psychology.

Form B—Principles of Teaching.

1928 Semestral Tests in—

First-Year Algebra.

Second-Year English.

Third-Year Economics.

Philippine Pictorial Test.

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